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ABSTRACT

Prepared by a group of scientists from an analysis of Work Incentive (WIN) Program goals and a national survey to identify expected enrollee behavior, this 2-part handbook is intended primarily for use by WIN teams in developing an employability training and orientation program for WIN populations but would be useful for work with similar trainees. The goals of the orientation program are to enable the enrollee to: (1) cope with the home environment, (2) realistically assess his/her vocational goals, (3) obtain an appropriate job, and (4) perform successfully within a vocation. Part 1 contains guidelines to be used by program managers in specifying areas to be included in the program, determining enrollee needs, and sequencing instructional units. Part 2 is intended for the classroom instructor and consists of 18 instructional modules, which encompass training topics organized around 51 behavioral objectives and contain from one to nine instructional units per module, tests for evaluating enrollee achievement, and references. The instructional units contain goals, suggested teaching methods and procedures, materials, support material in the form of illustrations and sample student material, and an instructional outline showing the relationship between instructional steps and the skill and knowledge requirements covered in the unit. (SB)

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An Instructional Program for Employability Orientation

Human Resources Research Organization

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An Instructional Program for Employability Orientation

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PREFACE

This handbook results from a study conducted by the Human Resources Research Organization for the U.S. Department of Labor. The objective of the study was to provide a flexible model of a program of instruction for WIN Orientation Training—that portion of training dealing with general employability and socioeconomic adaptation to society, rather than specific job skills. The program is based upon the most pressing needs of WIN enrollees as perceived by WIN teams conducting orientation training. Within the program, specific guidelines and materials for training development are presented in relation to each stated trainee need. Additional guidelines and materials permit the training developer to tailor the model program to the specific needs of the trainees in each particular program. Evaluation instruments then allow for continued quality control of the program.

The study was performed by HumRRO Division No. 2, Fort Knox, Kentucky, under the sponsorship of the Manpower Administration, U.S. Department of Labor, Contract No. 51-49-70-06, authorized by the Social Security Act. Dr. Donald F. Haggard, Director of the Division, was the Project Director; Mr. William C. Osborn was the Principal Investigator. The project staff included Mr. G. Gary Boycan, Dr. Ronald W. Spangenberg, Mr. John D. Engel, Mr. Willard H. Pratt, and Mr. Eugene H. Drucker. The handbook is designated as HumRRO Technical Report 72-4, February 1972.

Appreciation is expressed to the Regional Manpower Administrators, their WIN Specialists, and the State WIN Coordinators for assisting in the delivery and return of numerous mail questionnaires; to the local WIN teams for providing a conscientious and studied evaluation of very long lists of trainee needs; and to the staff of the Louisville Employment Service WIN Program for providing valuable guidance during the planning and progress of the study.

While this handbook was designed specifically for the use of WIN teams in preparing instruction for the WIN population, it would be useful for other agencies in work with trainees who are similar to the WIN trainee population. Thus, in using this handbook out of the WIN program context, "WIN team" should be read as "training developers and trainers" and "WIN trainees" as "any trainees needing orientation to the world of work."

Meredith P. Crawford
President
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An Instructional Program for Employability Orientation

INTRODUCTION

This manual contains guidelines for the development of *employability* training and orientation such as that conducted in a WIN Orientation Training program. This aspect of WIN training was conceived by the Department of Labor in recognition of the fact that finding, keeping, and advancing in a job require knowledges and skills *in addition* to those of a purely job-function nature. These additional skills include not only those directly involved in an employment context (e.g., good personal grooming), but also many that are basic to living in a sophisticated society.

The task of developing local Orientation Training programs normally falls to instructors many of whom have limited backgrounds in the many specialties that are needed to develop training. They may be competent teachers, but limited in knowledge of the specialized training needs of WIN enrollees; or they may be knowledgeable in specialized performance areas of importance to the typical WIN enrollee, but may be inexperienced in instructional methods. In addition, Orientation Training needs may differ from one locality to another. Considering the extent of potential needs for Orientation Training, the limited time and facilities, and the somewhat specialized instructional approaches needed, a WIN Office is not likely to have an instructional staff capable of satisfying all demands. This manual is intended to ease the task of Orientation Training developers and instructors by offering guidance in selecting and scheduling training, and by presenting a series of 18 instructional modules that can be used in developing training content tailored to meet local conditions.

BACKGROUND

The manual represents the principal product of a Department of Labor-sponsored study designed to produce detailed guidelines for use in developing and administering a WIN Orientation Training Program.

The study began with an analysis of the overall goals of the WIN Program in an effort to gain a perspective for the Orientation Training Component. The broad goal of Orientation Training was found to be: *to increase awareness, understanding, and development of attributes, other than job skill, that are necessary to obtain and hold a job and to advance, commensurate with ability within a career field.* Given this overall goal, four subgoals were specified. From each subgoal, a set of component subject areas defining expected enrollee behavior could be identified. The subgoals and subject areas are shown in Figure 1. Also illustrated in Figure 1 is the implied order of the subgoals: first, the enrollee must be able to cope with the home environment; then be able to realistically assess his or her vocational goals; then be able to obtain an appropriate job; and, finally, be able to perform successfully within a vocation.

Each subject area within a subgoal was further analyzed in order to identify a tentative list of specific behaviors that enrollees should be able to perform if they are to be successful in meeting the subgoal. Sixty such behaviors were identified and were used as the basis of a survey questionnaire which was designed to obtain the judgments of WIN specialists regarding the relevance of these behaviors to local Orientation Training needs.

The survey questionnaire was sent nationwide to 228 local WIN Projects for completion by experienced staff members. Based on the 185 returns, a revised list of 51

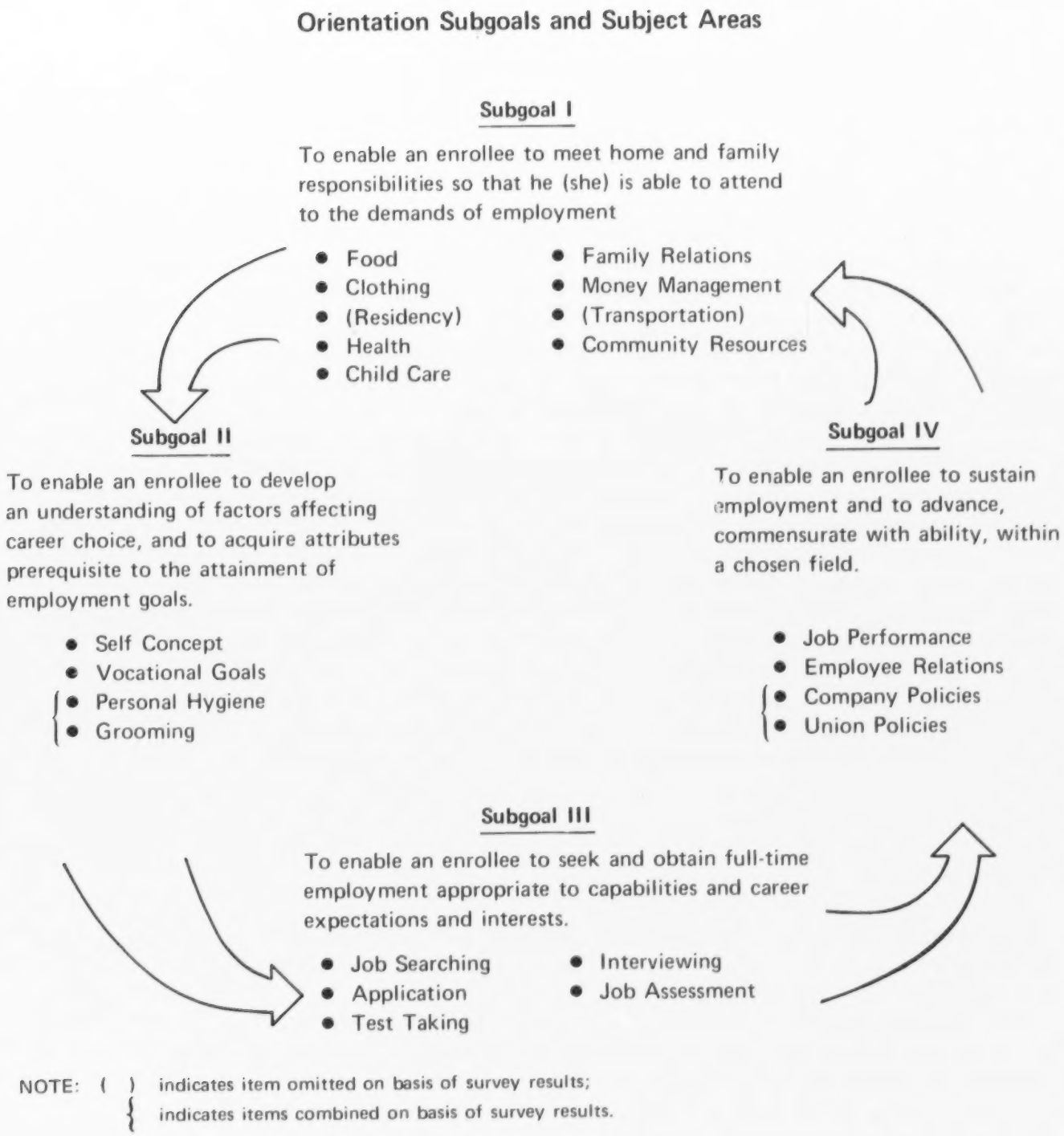


Figure 1

relevant enrollee behaviors covering 18 subject areas was prepared. Other data obtained in the survey were used to translate the 51 relevant behaviors into behavioral objectives; these became the basis for developing the instructional program and guidelines presented in this manual.

ORGANIZATION OF THE MANUAL

The manual is divided into two parts. Part I, Determining the Curriculum, contains guidelines for specifying the subject areas to be included in the program, determining

enrollee needs, and sequencing instructional units. Part II, Developing Instructional Content, consists of 18 subject areas or Instructional Modules:

A. Food	J. Grooming and Hygiene
B. Clothing	K. Job Searching
C. Health	L. Job Application
D. Child Care	M. Test Taking
E. Family Relations	N. Job Interviewing
F. Money Management	O. Job Assessment
G. Community Resources	P. Job Performance
H. Self Concept	Q. Employee Relations
I. Vocational Goals	R. Company and Union Policies

These modules encompass training topics organized around the 51 behavioral objectives mentioned and have from one to nine Instructional Units per module.

Each module begins with a summary sheet listing the behavioral objectives covered, component skill and knowledge requirements, and a brief description of the proposed Instructional Unit(s) corresponding to each objective. This is followed by individual development or treatment of the Instructional Unit(s) making up the module: first, a description of the Instructional Unit is given that includes the instructional goal, the method of instruction, prerequisite materials, a suggested instructional procedure, and content notes indicating alternate methods of instruction or other information of importance; second, the unit is presented in chart form as an Instructional Outline showing the relationship between instructional steps and the skill and knowledge requirements covered in the unit; finally, Supporting Materials are included for units in which specific illustrations or sample materials may be helpful.

Following the Instructional Unit(s) two final sections complete the module: Tests and References. One or more tests have been included for use in evaluating trainee achievement relative to the objective(s) of each module. Finally, a list of references is provided that includes (a) content materials that the authors found useful in developing the manual, and (b) sources of additional subject matter relevant to the module.

HOW TO USE THE MANUAL

The format of the manual presents a sequential process that can be used in developing a local training program:

Part I—Determining the Curriculum provides materials to be used by the *program manager* in developing an outline of the kinds of instruction that will be presented both as part of a master program plan and as specially tailored programs to fit the specific needs of different segments of the trainee population. The product of this administrative planning sequence should be a master schedule of all training that can be provided by that WIN office, plus separate schedules, when necessary, for the training that will be provided for different trainee classes, or groups within classes, where trainee needs are found to vary.

Part II—Developing Instructional Content provides materials to be used by the *classroom instructor* while developing detailed lesson plans for each instructional unit. The product should be a lesson guide providing sufficient guidance for an instructor who has a fairly secure knowledge of the topic, without restricting instructional activities to the mundane presentation of a written script.

Determining the Curriculum

The procedures for using each section of Part I are detailed as an introduction to that section. Briefly, the administrator should first use the section on "Specifying Subject

Areas" to determine the training topics that will be included in the master program plan. The topics will be of two types—the first includes those knowledges and skills that were considered essential for the majority of enrollees in the nationwide survey and are therefore presumed to be essential for most enrollees in any program; the second type includes those knowledges and skills needed by many of the enrollees in the nationwide survey. To determine which of the latter will be included in the master plan, the administrator should call upon his own and his staff's knowledge of local enrollee characteristics. Some check of these estimates can be obtained by pretesting enrollees early in the referral process, using the checklists in the section "Determining Enrollee Needs."

Once determined, the master plan provides the basis for curriculum development. The program should not be allowed to deviate from the basic aspects of the master plan, but neither should the master plan be allowed to become a tool for administrative stagnation. The plan represents an *estimate* of trainee needs at the beginning of the program, but needs may change as the program progresses and the staff should become increasingly aware of the characteristics and needs of enrollees. Periodic review and updating of the plan is necessary and should be the function of the entire WIN staff.

The actual program presented to a specific group of enrollees may vary from the total master plan for two reasons. First, needs may vary from group to group. For example, the need for Child Care training may vary if during the school year the groups consist predominantly of mothers of school-age children while during the summer, when older children are available for child care, mothers of young children are enrollees. Secondly, particularly in programs for large groups of trainees, subgroups may be formed of enrollees with differing needs; each subgroup receiving a different program of instruction.

To aid in determining the actual program to be presented, an Enrollee Pretest, consisting of checklists for selected subject areas, has been included in the section on "Determining Enrollee Needs." Checklists were not included for all subject areas, since it was felt that areas directly related to the subgoals of career choice, obtaining employment, and sustaining employment, were the basis of the program, and were required by all enrollees assigned to Orientation training. Exceptions were made for the areas of Grooming and Hygiene, Job Application, Test Taking, and Job Interviewing where individual enrollee needs can easily be assessed as part of the normal intake procedure and where enrollees appear to vary considerably in extent of need.

The major thrust of the Pretest procedure involves the subject areas included under the goal of Home and Family Responsibilities. It is in these personal and interpersonal characteristics that enrollees appear to vary considerably. In these areas, therefore, the program manager has the most latitude in adjusting training to meet the varying needs of different groups of enrollees.

For small programs, it is suggested that training required by at least 50% of the enrollees be provided to all of them. The Pretest checklists should be given periodically to an entire enrollee class or on a continuing basis to a percentage of each class. Trends that indicate changes in enrollee needs can be examined in order to rapidly determine requirements for changes in subject areas.

For large programs, enrollees may be divided into training groups on the basis of common needs. Training in a particular subject area could then be scheduled for only those groups demonstrating specific needs.

The Pretest, then, provides the program manager with an effective tool for obtaining the maximum in program efficiency. If used as suggested, it will permit the fulfillment of all identified enrollee training needs without wasteful duplication.

Once a curriculum has been determined and tailored to the needs of an enrollee class, an efficient schedule of the topics must be arranged. The section on "Sequencing

Instructional Units" provides suggestions and considerations for accomplishing this, along with a suggested sequence that includes the entire instructional program. Scheduling is generally a matter of putting "first things first," then arranging items to maximize the meaningfulness of relationships that exist among topics, and finally, making alterations when necessary to efficiently use available training time. The best schedule will be one that is based primarily on achieving optimal conditions for enrollee learning, with staff and facilities considerations being secondary.

Developing Instructional Content

The materials in Part II provide the classroom instructor with a basis for developing lesson plans detailing program content for each instructional unit. The materials presented can be used in a sequence that allows the instructor to develop content expertise, plan the lesson, and maintain quality control.

The first step for the instructor is to develop content expertise in the areas relevant to the knowledge and skill needs of the enrollee. The instructor should study the description of the unit, noting the goal of the instruction, the particular knowledges and skills the enrollee needs to attain, and the suggested method of instruction. The list of references at the end of the unit provides sources of information on the content of the unit, as well as an indication of the type of organization, author or publisher, providing local information. Additional, and possibly more current, information may be obtained by asking to be placed on the mailing list of organizations listed under Sources of Information.

Once the instructor has the content knowledge necessary to teach the unit, an instructional method must be specified. If materials or media are not available to support the method suggested for each unit, another mode of instruction must be chosen. The instructor should be aware that the common lecture method is ineffective for this enrollee population. Whenever the lack of media limits the modes of presentation available to the instructor, student-instructor personal interaction methods should predominate through the use of discussion, example, questioning, and so forth. Never reduce instruction to only one-way communication from instructor to student.

The second step is to provide the detail and organization necessary to present the instruction—the lesson plan. A basis for developing the lesson plan is presented in chart form as an Instructional Outline for each unit. This chart suggests an organization to cover the required knowledges and skills. The instructor may first wish to reorganize the chart to provide an organization that his experience has shown to be more effective.

The lesson plan, itself, is an expansion of the Instructional Outline to indicate expected enrollee and instructor activities with an estimate of the time to be devoted to each activity. The content of each activity is then detailed. The level of detail will vary with the particular instructor.

While the lesson plan is extremely important, its importance should not override its purpose. Too many times a lesson plan reaches the level of detail of a document designed for publication and thereby unduly restricts the instructor. If a lesson plan defies attempts at modification or becomes a source of perpetual drudgery, it may be abandoned entirely. The two guideposts for a good lesson plan are: (a) that it be written at a level of generality within which the instructor can function and continuously react to the progress and problems experienced during the class session; and (b) that it be written at a level of detail that would allow an alternate, or replacement, instructor to conduct the class in a manner consistent with that of the regular instructor. Within these guideposts the lesson plan is dependent entirely upon the instructor's preference for detailed guidance.

The final step in the instructor's plan concerns quality control. The tests at the end of each unit can be used to determine the degree of success of the instructional activities. Testing is necessary to achieve and maintain instructional quality, but again the concept of testing can be overworked. It is doubtful that each test could be given in its entirety to all classes without severely restricting actual instructional time. In this program, the purpose of the test is to ensure that the instruction is communicating to the enrollee, not to differentially grade each enrollee. The instructor should plan testing so that it will provide a periodic check on his instructional success. To do this, he may sample from the test items, so as to cover all material, and present different samples to each class; he may present only part of the test to each class; or he may present the entire test to a sample of enrollees or classes. In any case, testing on each of the behavioral requirements should be frequent enough that trends in enrollee performance can be discerned. Needs for modifying instruction, and the success or failure of modifications, can thus be constantly monitored and reviewed.

An effective and efficient training program can be attained only through an objective process of keying instruction to specified trainee needs, planning and organizing lessons to ensure that all needs are covered in a logical manner, and continuously monitoring the effects of instruction. The success of the Orientation Component of the local WIN program will depend primarily on the extent to which the program manager and instructor utilize such an objective and thoughtful approach to training. The materials provided by this manual represent the building blocks for one such approach.

Part I

DETERMINING THE CURRICULUM

SPECIFYING SUBJECT AREAS

The following information provides a basis for determining the content of the training program. Each program should begin with an analysis of this information to ensure that training is tailored to suit the specific needs of the trainees in that particular program. In addition, there should be periodic reanalysis of the information to maintain continued responsiveness to trainee needs.

The information has been organized according to the *Subgoals* of the program. Within each subgoal there is a list of possible *subject areas* (e.g., Child Care, Self Concept, Job Assessment) and *topics* (e.g., Arranging Child Care Services, Evaluating Quality of Child Care) considered relevant to that area.

The topics for training were obtained from a nationwide survey of WIN teams that were providing WIN Orientation Training. Each team rated a list of topics according to (a) the importance of the topic to the trainees in their program, (b) the relative number of trainees entering their program who already possessed the knowledge represented by the topic, and (c) whether the trainees would receive the knowledge while in another part of the program.

All topics listed herein received an average nationwide rating of "relatively important" or "one of the most important." No topics were included that received average ratings of "relatively unimportant" or "one of the most unimportant." However, several topics that received low-importance ratings nationwide did appear to be important for some segments of the trainee population. These topics and the trainees to whom they apply are listed on the last page of this section as "Additional Information."

Each topic is also classified as to its criticality to the program. If knowledge of the topic was rated as being possessed by "few" or "none" of the enrollees entering the program, it was classified as ESSENTIAL. If possessed by "about half the enrollees" entering the program, it was classified as DESIRABLE. No topic was included if the average WIN team felt that "most enrollees" entering the program had this knowledge. In addition, if the topic material was considered "likely" to be presented in another part of the WIN program, it was identified with an asterisk.

How to Use the Topic List. The topic list is organized within the relevant subject area and presented for each training program subgoal. The order in which the topics are presented provides a functional context of the usual sequence of employment activities.

For each topic, the degree of trainee need is indicated separately for male trainees (M) and female trainees (F). Those topics listed as ESSENTIAL are considered to be part of the core program that must be presented to all trainees. To determine the core program, it is suggested that the developer of training:

(1) List all ESSENTIAL topics for the enrollee sex expected in the program.

(2) Check topics marked with an asterisk to determine whether the same knowledge is presented in another part of the total WIN program. If there appears to be duplication, closely check the Knowledges and Skills listed under the referenced Instructional Unit. (Topic names wili be duplicated many times throughout a program, but the information presented under each heading will vary widely.) If duplication is apparent, determine where the trainee would benefit most from the information provided. Eliminate an ESSENTIAL topic only if all information is provided in other parts of training, *and* if it is determined that the trainee will receive equal benefit regardless of time of presentation. The remaining ESSENTIAL topics form the core training program.

(3) Survey the Instructional Units referenced for the core topics and estimate required total training time.

(4) Survey the list of DESIRABLE topics, including those under Additional Information. In consultation with other members of the WIN team or with persons knowledgeable about entering trainee characteristics, rank order the DESIRABLE topics according to the extent of trainee need. (Where available, pretests may be used as an additional indication of trainee need.)

(5) Survey the referenced Instructional Unit for each DESIRABLE topic and estimate the training time that will be required.

(6) Add DESIRABLE topics to the core program, in order of trainee need, until the allowable training time for Orientation Training has been reached.

(7) Retain the basic data developed, particularly training time estimates, for possible later use as trainee needs change.

The final combination of ESSENTIAL and DESIRABLE topics, retained within the subgoal-subject area context forms the Course Outline for each particular training program. Next, turn to the section on "Sequencing Instructional Units" to determine the order of topic presentation.

Subgoal I To Enable an Enrollee to Meet Home and Family Responsibilities so That He (She) Is Able to Attend to the Demands of Employment

	Trainee Need			
	Essential	Desirable	Pretest	Instructional Unit
A. Food			√	
1. Menu Planning		F		A1, A2
2. Comparative Shopping for Food		F		A3
B. Clothing			√	
3. Selecting Work Clothes		MF*		B1, B2
4. Comparative Shopping for Clothing	M	F		B3
5. Maintaining Clothing		MF*		B4, B5
C. Health			√	
6. Preventing Unwanted Pregnancy	M	F*		C1, C2
7. Health Practices in the Home		MF		C3
8. Safety Hazards in the Home		MF		C4
D. Child Care			√	
9. Arranging Child Care Services	M*	F*		D1
10. Evaluating Quality of Child Care	M*	F*		D1
E. Family Relations			√	
11. Needs and Rights of Family Members		MF		E1
12. Scheduling Family Activities	MF			E1
13. Scheduling Household Chores	MF			E2
F. Money Management			√	
14. Budgeting Expenses	MF			F1
15. Recording Expenses	MF			F1
16. Savings Accounts	M			F2
17. Sources of Credit	MF			F3, F4
18. Establishing a Credit Rating	MF			F5
G. Community Resources			√	
19. Contacting Community Service Agencies	M*	F*		G1, G2, G3
20. Recreational and Cultural Facilities	MF			G1, G2, G3
21. Educational Facilities	MF*			G1, G2, G3
22. Legal Services		MF		G4

Subgoal II To Enable an Enrollee to Develop an Understanding of Factors Affecting Career Choice and to Acquire Attributes Prerequisite to the Attainment of Employment Goals

	Trainee Need			
	Essential	Desirable	Pretest	Instructional Unit
H. Self Concept				
23. Self-worth	M*F*			H1, H2, H3
24. Ability to Improve	M*F*			H4, H5, H6
25. Contributing to Others	MF			H7
26. Desire to Obtain Employment		M*F*		H8, H9
I. Vocational Goals				
27. Awareness of Job Opportunities	M*F*			I1
28. Personal Strengths and Weaknesses	MF			I2, I3, I4, I5, I6, I7, I8, I9
J. Grooming and Hygiene			√	
29. Personal Cleanliness		M*F*		J1
30. Effects of Body Condition		M*F*		J1

Subgoal III To Enable an Enrollee to Seek and Obtain Full-Time Employment Appropriate to Capabilities and Career Expectations and Interests

	Trainee Need			
	Essential	Desirable	Pretest	Instructional Unit
K. Job Searching				
31. Potential Job Openings	M*F*			K1, K2
32. Initial Employer Contact	M*F*			K1, K2
L. Application			√	
33. Employment Forms	M*F*			L1
34. Employer Criteria	MF			L1
M. Test Taking			√	
35. Test Taking Procedures	MF			M1
36. Responding to Question Types	MF			M1
37. Standardized Answer Sheets	MF			M1
N. Interviewing			√	
38. Supplying Interview Information	F	M		N1
39. Evaluating Job Offer	MF			N1
40. Interviewer Criteria	MF			N2
O. Job Assessment				
41. Transportation Requirements	MF*			O1
42. Long-Term Opportunities	MF			O2, O3

Subgoal IV To Enable an Enrollee to Sustain Employment and Advance Within a Chosen Field Commensurate With Ability

	Trainee Need			
	Essential	Desirable	Pretest	Instructional Unit
P. Job Performance				
43. Established Work Standards	M*F*			P1
44. Attendance and Punctuality	M*F*			P1
Q. Employee Relations				
45. Fellow Employees		M*F*		Q1, Q2
46. Supervisors	M*	F*		Q1, Q2
R. Company and Union Policies				
47. Employer Rights	M*F*			R1
48. Fringe Benefits	F*	M*		R2
49. Advancement Opportunities	M*F*			R3
50. Employee Rights	MF			R4
51. Union Regulations	MF			R4

ADDITIONAL INFORMATION

Topics were considered to be DESIRABLE (but not ESSENTIAL) only for those trainee groups designated as follows:

Male Trainees

Subgoal I, A. Food, 1. Menu Planning: Programs in Regions IV and X. (Note that this topic may already be presented in other parts of the WIN program in Region X.)

Subgoal I, A. Food, 2. Comparative Shopping for Food: Programs in Regions IV, IX, and X. All programs for Black trainees.

Female Trainees

Subgoal I, F. Money Management, 16. Savings Acounts: Programs in Regions II, V, VI, and VIII. All Urban programs, particularly those for older and younger trainees (not as important for middle-aged trainees).

DETERMINING ENROLLEE NEEDS

All enrollees may not need training in all of the 18 Module or subject areas proposed for Orientation Training. It is also possible that because of local time limitations, all 18 areas cannot be covered, regardless of enrollee needs. To assist staffs in tailoring Orientation Training to the particular needs and constraints of local programs, a series of checklists has been developed to pretest the training needs of enrollees *prior* to their entering the Orientation Training Component.

Enrollee Pretest

Both convenience and need for testing were considered in developing the Pretest. As a result, 11 checklists were prepared covering the following areas:

- Food (Diet)
- Clothing
- Health
- Child Care
- Family Relations (Family Activities)
- Money Management (Finances)
- Community Resources
- Grooming and Hygiene
- Test Taking
- Job Interviewing (Interviewing)
- Job Application (Application Forms)

With the exception of the last three, these generally include aspects of everyday behavior for most people. So it would be expected that all enrollees would have had some experience or exposure to these areas, although they may vary considerably in the degree to which they are able to demonstrate relevant efficient and adaptive behavior. Test Taking, Job Interviewing, and Job Application, on the other hand, are less familiar areas to the typical enrollee, although they are relatively easy to assess as part of the WIN enrollment process.

Seven areas are not included in the Pretest:

- Self Concept
- Vocational Goals
- Job Searching
- Job Assessment
- Job Performance
- Employee Relations
- Company and Union Policies

These areas were excluded chiefly because of their apparent importance to all WIN enrollees. Self Concept has generally been viewed by experienced WIN staff members as perhaps the most fundamental orientation training need. In addition, most enrollees will have had little opportunity to develop any degree of competence in areas pertaining to selecting a job or getting along on a job. It was assumed that all enrollees should receive training in these areas, and therefore, pretests were not considered useful.

The 11 checklists along with scoring guidelines are given beginning on page 18. Guidance for their use is given below.

How to Use the Pretest

Six of the checklists (Diet, Health, Child Care, Family Activities, Finances, and Community Resources) are to be filled out by the enrollee. This can be done before,

during, or immediately following the Enrollment Interview.[1] In some localities, it may be possible to have the six checklists administered to a potential enrollee by the social worker before official referral, with the completed checklists attached to the referral form for transmittal to the WIN office.

The other five checklists (Clothing, Grooming and Hygiene, Test Taking, Interviewing, and Application Forms) are to be completed by the WIN interviewer during or immediately following the Enrollment Interview.

Using the Pretest scoring guidelines, a staff member should score each enrollee's Pretest and record the results in tabular form for use in curriculum planning for Orientation Training. A suggested format for tabulating enrollee training needs follows.

Area \ Name of Enrollee	Mildred Mulligan	Sandra S. Smith			Helen H. Hanks	Freta Farrell	Number of Enrollees Needing Training
Food (Diet)							
Clothing							
Health							
Child Care							
Family Relations (Family Activities)							
Money Management (Finances)							
Community Resources							
Grooming and Hygiene							
Test Taking							
Job Interviewing (Interviewing)							
Job Application (Application Forms)							

A "minus" or "plus" may be entered in each square indicating that the enrollee does or does not need training in that particular area. Each column thus provides a profile of training needs for that enrollee. In addition, the final column of the table will indicate the overall group needs.

Pretest results may be used in a variety of ways, largely depending on local resources for and commitment to Orientation Training. To the extent that training can be tailored to individual enrollee needs, the separate Pretest profiles will be useful. If training cannot be fully individualized, it may be possible to form Orientation classes by grouping enrollees with similar profiles of training needs. On the other hand, if training cannot be directly adapted to individual strengths and weaknesses, at least the overall group profile may be used to identify areas of greatest need, with the content of Orientation Training then being tailored accordingly.

[1] *Bureau of Work-Training Programs Manual,* Section 5, Subsections 511 A, B, D, E, and F, "Work Incentive Program Handbook," (Chap. 9), July 1968, U.S. Dept. of Labor Manpower Administration, Washington, D.C. 20210.

Food (Diet) Checklist

(To be completed by enrollee)

During each of the past three (3) days, what foods has your family eaten?

Go down the list of foods and place a check (✓) after each food that any member of your family had yesterday. Then do the same for the day before yesterday, and the day before that.

Foods	Yesterday	Day Before Yesterday	Day Before That
A. Milk	( )	( )	( )
Cheese	( )	( )	( )
Cottage Cheese	( )	( )	( )
Ice Cream	( )	( )	( )
Other Milk Products	( )	( )	( )
B. Beef	( )	( )	( )
Chicken	( )	( )	( )
Pork	( )	( )	( )
Fish	( )	( )	( )
Mutton or Lamb	( )	( )	( )
Liver	( )	( )	( )
Lunch Meat or Cold Cuts	( )	( )	( )
Other Meat	( )	( )	( )
Eggs	( )	( )	( )
C. Baked Beans	( )	( )	( )
Dried Beans	( )	( )	( )
Other Beans	( )	( )	( )
Cabbage	( )	( )	( )
Lettuce	( )	( )	( )
Green Beans	( )	( )	( )
Spinach	( )	( )	( )
Turnip Greens	( )	( )	( )
Celery	( )	( )	( )
Other Green Vegetables	( )	( )	( )
Carrots	( )	( )	( )
Wax Beans	( )	( )	( )
Yellow Squash	( )	( )	( )
Corn on the Cob	( )	( )	( )
Other Yellow Vegetables	( )	( )	( )
Apples	( )	( )	( )
Oranges	( )	( )	( )

(Continued)

Foods *(Continued)*	Yesterday	Day Before Yesterday	Day Before That
Grapefruit	( )	( )	( )
Other Citrus Fruit	( )	( )	( )
Bananas	( )	( )	( )
Other Fruit	( )	( )	( )
D. Bread	( )	( )	( )
Rice	( )	( )	( )
Cornbread	( )	( )	( )
Biscuits or Rolls	( )	( )	( )
Cold Cereal (Corn Flakes, etc.)	( )	( )	( )
Hot Cereal (grits, oatmeal, etc.)	( )	( )	( )
Other Cereal or Wheat Products	( )	( )	( )
Other Foods (specify) _____	( )	( )	( )
_____	( )	( )	( )
_____	( )	( )	( )

Scoring the Checklist for Food (Diet)

Has the enrollee checked at least one item from every food category, A through D, for each of the three days?

_____YES _____NO

Decision: "NO" = Needs Training
"YES" = No Training Needed

Clothing Checklist

(To be completed by interviewer)

This checklist is to be used by the counselor or other WIN Team member, and should be completed during or *immediately* following the enrollment interview.

Place a check (√) in each column as necessary to describe the appropriateness and condition of enrollee's clothing: In the first column check any item of clothing that is necessary but missing (particularly buttons, snaps, belts, etc.); in the second column indicate with a check the appropriateness of each item of clothing (in terms of the purpose and location of the interview); and in the third column indicate with a check the condition of each item of clothing worn.

Item of Clothing	Item is Necessary but Missing	Item is Appropriate		Item is in Good Condition	
		YES	NO	YES	NO
1. Hat or other head cover	( )	( )	( )	( )	( )
2. Coat, jacket, or other outer garment	( )	( )	( )	( )	( )
3. Gloves/Mittens	( )	( )	( )	( )	( )
4. Dress/Suit	( )	( )	( )	( )	( )
5. Blouse/Shirt	( )	( )	( )	( )	( )
6. Skirt/Trousers	( )	( )	( )	( )	( )
7. Hose/Stockings	( )	( )	( )	( )	( )
8. Shoes, boots, or other footwear	( )	( )	( )	( )	( )
9. Fasteners:					
Belt	( )	( )	( )	( )	( )
Laces	( )	( )	( )	( )	( )
Zippers	( )	( )	( )	( )	( )
Buttons	( )	( )	( )	( )	( )
Ties	( )	( )	( )	( )	( )
Other	( )	( )	( )	( )	( )
10. Jewelry:					
Rings	( )	( )	( )	( )	( )
Necklaces	( )	( )	( )	( )	( )
Earrings	( )	( )	( )	( )	( )
Other	( )	( )	( )	( )	( )

Scoring the Checklist for Clothing

Were one or more items of clothing worn by enrollee checked as being inappropriate (a "NO" in the second column) to the interview situation?

_____ YES _____ NO

Did any one of the following occur:

a) any item checked (first column) as being "Necessary but Missing," *and* any item worn checked as being in poor condition ("NO" in third column);
b) two or more items checked as being "Necessary but Missing";
c) two or more items worn checked as being in poor condition?

_____ YES _____ NO

Decision:	1 or 2 "YES's"	=	Needs Training
	Both "NO"	=	No Training Needed

Health Checklist

(To be completed by enrollee)

1. What is your family doctor's name and address?

   Name: Dr. _____

   Address: _____

2. What is your dentist's name and address?

   Name: Dr. _____

   Address: _____

3. What is the name and address of your nearest health clinic?

   Name: _____

   Address: _____

4. Are you now pregnant? Please check the most accurate answer:

   a) I do not know ( )
   b) I am pregnant ( )
   c) I am NOT pregnant ( )

5. Listed below are a number of symptoms or health problems. To the right of the list are boxes for *you* and for each of your children. Please enter your children's names and then make a check (✓) under each person's name (including yourself) for every health problem he or she has.

TYPE OF PROBLEM	You	YOUR CHILDREN Name from oldest to youngest					
1. Poor eyesight							
2. Eye infection							
3. Earache							
4. Toothache or cavities							
5. Sore eyes							
6. Sore throat or tonsillitis							
7. Poor digestion							
8. Bowel trouble							

(Continued)

Health Checklist *(Continued)*

TYPE OF PROBLEM	You	YOUR CHILDREN Name from oldest to youngest					
9. Arthritis or sore joints							
10. Skin rash or sores							
11. Asthma							
12. Poor appetite							
13. Headaches							
14. Nervous or fainting spells							
15. Other (specify below)							
a. _____							
b. _____							
c. _____							
d. _____							

Scoring the Checklist for Health

For questions 1 through 3, enrollee left a total of more than two (2) blank spaces:

_____ YES _____ NO

For question 4, enrollee checked either answer a) *or* answer b):

_____ YES _____ NO

For question 5, enrollee checked two or more health problems for any one person, including self:

_____ YES _____ NO

Decision:
- 3 "YES's" = Needs Training
- 2 "YES's" and 1 "NO" = Needs Training
- 1 "YES" and 2 "NO's" = Needs Training
- 3 "NO's" = No Training Needed

Child Care Checklist

(To be completed by enrollee)

Please answer the questions by checking (√) YES or NO *and* by filling in the blanks.

1. Have you talked to your Public Welfare Social Worker about your child care plans?

   _____ YES _____ NO

2. What is her/his name *and* office phone number?

   Name: _____

   Phone: _____

3. Who will be taking care of your child(ren) while you are in WIN Training?

   Name: _____

4. Where will they be cared for?

   Address: _____

5. What is the telephone number there?

   Phone: _____

6. What will it cost? $ _____ per _____

   (day, week, month)

7. Will all of your minor children be cared for by that person (or Center) at that address?

   _____ YES _____ NO

8. If "NO," where, and by whom will your other children be supervised while you are not at home?

   Where? _____

   By Whom? (name) _____

   Their Telephone No. _____

9. Have you made emergency or "back up" plans for child care in case something happens to the persons named in question no. 3 and no. 8 above?

   _____ YES _____ NO

10. If #9 was checked "YES," what are your emergency plans for child care?

Scoring the Checklist for Child Care

For question 1, enrollee checked "NO:"

_____ YES _____NO

For questions 2 through 6, enrollee left two or more spaces blank (i.e., unanswered):

_____ YES _____NO

For questions 7 and 8, enrollee *who answered "NO" to 7* left two or more spaces blank in 8:

_____ YES _____NO

For question 9, enrollee checked "NO:"

_____ YES _____NO

Decision:	4 "YES's"	=	Needs Training
	3 "YES's" and 1 "NO"	=	Needs Training
	2 "YES's" and 2 "NO's"	=	Needs Training
	1 "YES" and 3 "NO's"	=	Needs Training
	4 "NO's"	=	No Training Needed

Family Relations (Family Activities) Checklist

(To be completed by enrollee)

A. Are any of your children old enough to do household chores or to help with some of them?

____ YES ____ NO

If "NO," how old is your oldest child? _____

If "NO," do NOT complete Part B below.

B. If "YES," please show below by making a check (✓) in the box the household chores that your children usually do or help to do. Also enter the age (or ages) of the child (or children) who usually does or helps to do each chore you check.

Chore Checklist

Chores	Check (✓) only if your child(ren) does or helps do the chore.	Age(s) of child(ren)
1. Wash dishes	( )	_____
2. Dry dishes	( )	_____
3. Sweep floor	( )	_____
4. Wash clothes	( )	_____
5. Iron clothes	( )	_____
6. Make up beds	( )	_____
7. Cook food	( )	_____
8. Prepare meals	( )	_____
9. Take out garbage	( )	_____
10. Make minor repairs	( )	_____
11. Mow lawn	( )	_____
12. Rake lawn	( )	_____
13. Clean bathroom	( )	_____
14. Babysit with younger children	( )	_____
15. Tidy up bedroom	( )	_____
16. Hang up clothes	( )	_____
17. Put away toys	( )	_____
18. Grocery shop	( )	_____
19. Go on errands	( )	_____
20. Chop firewood	( )	_____
21. Other (write in) _____	( )	_____
22. Other (write in) _____	( )	_____
23. Other (write in) _____	( )	_____

Scoring the Checklist for Family Relations (Family Activities)

For Part A, enrollee checked "YES:"

_____ YES _____ NO

For Part A, enrollee checked "NO," *but* age of oldest child was shown as four (4) or older:

_____ YES _____ NO

For Part B, enrollee left *un*checked two or more chores which are essential (e.g., items 1-9, 13, 15-16, 18-19) for good housekeeping:

_____ YES _____ NO

Decision:	2 "YES's"	=	Needs Training
	1 "YES" and 1 "No"	=	Needs Training
	2 "NO's"	=	No Training Needed

Money Management (Finances) Checklist

(To be completed by enrollee)

Do *NOT* enter names; just make a check (✓) by "YES" or "NO."

1. Do you owe any money to:
   a) a store? _____ YES _____ NO
   b) a loan company? _____ YES _____ NO
   c) a friend? _____ YES _____ NO
   d) a relative? _____ YES _____ NO
   e) the landlord? _____ YES _____ NO
   f) gas, electric, or water company? _____ YES _____ NO

2. Listed below are some things you may owe payments on. Please check (✓) those items you owe for, and write in the approximate total amount of money you owe for each. Then figure out the TOTAL amount of money you owe for everything.

Type of Item	Total Balance to Pay
1. Furniture	$
2. Clothing	$
3. School Books	$
4. Doctors	$
5. Dentists	$
6. Groceries	$
7. Car	$
8. House	$
9. Other (please specify)	
a. _____	$
b. _____	$
c. _____	$
d. _____	$
TOTAL	$ _____

Scoring the Checklist for Money Management (Finances)

In Item 1, enrollee checked two or more "YES's:"

_____ YES _____ NO

In Item 2, enrollee owes a total of more than $50, or owes for more than two types of items:

_____ YES _____ NO

Decision:	2 "YES's"	=	Needs Training
	1 "YES" and 1 "NO"	=	Needs Training
	2 "NO's"	=	No Training Needed

Community Resources Checklist

(To be completed by enrollee)

Below is a list of local (near where *you* live) organizations, agencies, or offices which may provide a helpful service to you or your children. Please place a check (✓) beside those agencies (a) which are located in your community, and (b) which have provided any service to you or your children within the past six months.

		A			B	
	Agencies or Services	YES	NO	I Don't Know	For Me	For My Children
1.	Legal Aid Society	( )	( )	( )	( )	( )
2.	Public Library	( )	( )	( )	( )	( )
3.	Public Park	( )	( )	( )	( )	( )
4.	Public Swimming Pool	( )	( )	( )	( )	( )
5.	Museum	( )	( )	( )	( )	( )
6.	Adult Education Classes	( )	( )	( )	( )	( )
7.	Housing Information and Office	( )	( )	( )	( )	( )
8.	Visiting Nurses Service	( )	( )	( )	( )	( )
9.	Tenants Union	( )	( )	( )	( )	( )
10.	Police Department	( )	( )	( )	( )	( )
11.	Fire Department	( )	( )	( )	( )	( )
12.	Municipal Hospital	( )	( )	( )	( )	( )
13.	Public Health Clinic	( )	( )	( )	( )	( )
14.	Day Camp	( )	( )	( )	( )	( )
15.	Summer Camp	( )	( )	( )	( )	( )
16.	Neighborhood (or Settlement) House	( )	( )	( )	( )	( )
17.	Community Center	( )	( )	( )	( )	( )
18.	YMCA or YMHA	( )	( )	( )	( )	( )
19.	YWCA or YWHA	( )	( )	( )	( )	( )
20.	Red Cross	( )	( )	( )	( )	( )
21.	Family and Children's Counseling Agency	( )	( )	( )	( )	( )
22.	Drug Education and Information Center	( )	( )	( )	( )	( )
23.	Public Health Department	( )	( )	( )	( )	( )
24.	Boy or Girl Scouts	( )	( )	( )	( )	( )
25.	Other (Please list)					
	a. _____	( )	( )	( )	( )	( )
	b. _____	( )	( )	( )	( )	( )
	c. _____	( )	( )	( )	( )	( )

Scoring the Checklist for Community Resources

For Part A, the accuracy of the enrollee's "YES" or "NO" answers can only be determined by comparison with actual local resources.

In Part A, did enrollee either: a) make two or more mistakes in the "NO" column, or b) have two or more "I Don't Know" checks?

_____ YES _____ NO

In Part B (for those agencies that were checked "YES" in Part A), did enrollee check *fewer* than two of these resources as used either by self or children?

_____ YES _____ NO

Decision: 1 or 2 "YES's" = Needs Training
2 "NO's" = No Training Needed

Grooming and Hygiene Checklist

(To be completed by interviewer)

This checklist is to be used *only* by the counselor or other WIN team member at the time of the Enrollment Interview. Place a check (✓) in the column which best describes each of the client's personal hygiene and grooming characteristics listed below.

Characteristics	Needs Improvement	Does NOT Need Improvement
1. Breath (stale, alcohol, onion)	( )	( )
2. Teeth (dirty, yellow, not brushed, missing, etc.)	( )	( )
3. Hair (not combed, unwashed, dandruff, etc.)	( )	( )
4. Skin (dirty, blackheads, pimples, etc.)	( )	( )
5. Make up (smeared, missing, caked on, too much)	( )	( )
6. Body Cleanliness	( )	( )
7. Body Odor (too much perfume, needs deodorant, needs bath)	( )	( )
8. Fingernails (dirty, broken, bitten off, too long, inappropriate polish)	( )	( )
9. Eyes (matter, etc.)	( )	( )
10. Facial Hair (ears, nose, beard, mustache)	( )	( )

Scoring the Checklist for Grooming and Hygiene

All items on the checklist are considered to be of importance. Were one or more characteristics checked as "Needs Improvement?"

_____ YES _____ NO

Decision: "YES" = Needs Training
"NO" = No Training Needed

Test Taking Checklist

(To be completed by interviewer)

The enrollee should be given either the General Aptitude Test Battery (GATB) or the Non-reading Aptitude Test Battery (NATB) depending on local policy.

Arrangements should be made for the test administrator to complete the following checklist.

Checklist for *Test Taking Abilities*

1. Did the enrollee work as rapidly as practical?
   _____ YES _____ NO

2. Did the enrollee correctly complete all practice (sample) exercises without requiring excessive assistance?
   _____ YES _____ NO

3. Did the enrollee limit penalizing questions or activities during the test to a minimum?
   _____ YES _____ NO

4. Did the enrollee answer each question according to the directions?
   _____ YES _____ NO

5. Were the enrollee's answers to specific questions marked on the standardized form in the appropriate space provided *and* in a neat manner?
   _____ YES _____ NO

6. (a) Did the enrollee have other difficulties or problems which may be alleviated by additional experience or training?
   _____ YES _____ NO

   (b) If "YES," briefly describe the difficulties or problem(s):

   _____

   _____

   _____

   _____

Scoring the Checklist for Test Taking

For Questions 1 through 5, the test administrator checked more than one (1) "NO:"

_____ YES _____ NO

For Question 6(a), the test administrator checked "YES:"

_____ YES _____ NO

Decision:	2 "YES's"	=	Needs Training
	1 "YES" and 1 "NO"	=	Needs Training
	2 "NO's"	=	No Training Needed

Job Interviewing (Interviewing) Checklist

(To be completed by interviewer)

Below is a list of responses and behaviors which the enrollee may exhibit in the interview situation. This checklist is to be used by the WIN Counselor or other Interviewer during or immediately following the enrollee's initial personal interview.

Place a check (✓) in the column which best describes the enrollee's interviewing skills *as revealed or exhibited* in the behaviors listed below:

	Responses or Behaviors	Needs Improvement	NOT Applicable	Does *NOT* Need Improvement
1.	Friendly and courteous manner	( )	( )	( )
2.	Businesslike, brief answers	( )	( )	( )
3.	Appropriate references to personal life	( )	( )	( )
4.	Follows lead of interviewer	( )	( )	( )
5.	Documents and papers prepared	( )	( )	( )
6.	Asks appropriate questions	( )	( )	( )
7.	Expresses interest in employment	( )	( )	( )
8.	Acceptable posture and bearing	( )	( )	( )
9.	Speaks audibly and clearly	( )	( )	( )
10.	Avoids annoying mannerisms	( )	( )	( )
11.	Participated enthusiastically	( )	( )	( )
12.	Other:	( )	( )	( )
13.	Other:	( )	( )	( )
14.	Other:	( )	( )	( )

Scoring the Checklist for Job Interviewing (Interviewing)

Did enrollee receive one or more checks in the "Needs Improvement" column?

_____ YES _____ NO

Decision: "YES" = Needs Training
"NO" = No Training Needed

Job Application (Application Forms) Checklist

(To be completed by interviewer)

Counselor or other WIN team member will have the client fill out an official Employment Service Job Application Form. After the form is completed [and returned by the client], answer the following questions:

1. The information entered for each question is in readable form.
   _____ YES _____ NO

2. The information is complete for every question.
   _____ YES _____ NO

3. The application is neat and clean.
   _____ YES _____ NO

4. The information pertaining to each question is accurate.
   _____ YES _____ NO

Scoring the Checklist for Job Application (Application Forms)

Since each of the four check items are of critical importance, one or more checks in a "NO" blank indicates that the trainee should have training in this area.

Decision:	1 to 4 "NO's"	=	Needs Training
	4 "YES's"	=	No Training Needed

SEQUENCING INSTRUCTIONAL UNITS

When an instructional staff has decided on the Instructional Units to include in their Orientation Training Component, the next step will be to determine a workable sequence. A variety of factors may enter into this kind of decision, and basically the instructional developer needs to attend to practical considerations. From a theoretical standpoint, the order of the units is not particularly critical.

A Suggested Sequence

To illustrate the sequencing process, a suggested schedule has been developed to include all 18 modules (59 Instructional Units) in a 20-day training cycle. An overview of the total program is given in Table 1. The Instructional Units are shown chronologically in Table 2. The basis for arriving at this sequence is summarized below.

Basis for Sequencing

Some modules were scheduled to be early in the training primarily for practical reasons. Activities that are to be a continuous and integral part of the daily routine (P.1 and H.9) are introduced on the first day. Also, units requiring self-instructional methods or individually scheduled sessions (I.1, I.3, and B.5) were introduced early to allow flexibility in use of a trainee's free time during the course of the program. Units pertaining to learning to use a Community Resources Handbook (G.1, G.2, and G.3) are covered early, as some later units involve use of the Handbook. Because of their general importance throughout the rest of training, Self Concept and Vocational Goals (Modules H and I) are also initiated as early as possible in the training.

Some units were scheduled close together in time in order to simplify testing requirements. The test for O.1 may be routinely given in conjunction with B.1. Similarly, the test for Module N: Job Interviewing is designed to follow from work done in connection with the Module K: Job Searching, so K is scheduled immediately before N. Testing for B.1 and J.1 may be conducted jointly; these two units are scheduled closely so that this is convenient.

Most of the remaining scheduling was based on an effort to group units with similar content, or, where this was not considered to be of any particular advantage, to provide a variation in method of instruction.

Although the schedule is spread over a 20-day period, each half-day of training normally does not require more than an estimated two- to three-hour session. This allows time for testing and other individually programed training activities.

Finally, it should again be noted that the proposed schedule is intended as an example. The instructional developer may wish to consider other factors, particularly those dictated by local constraints, along with those mentioned, in arriving at an instructional sequence for local use.

Table 1

Overview of Instructional Units and Suggested Schedule

Modules	Instructional Units	Method of Instruction	Estimated Length (Hours)	Suggested Day (20-day Cycle)
A. Food	A.1 Nutrition	Film and Discussion	1	AM – 16
	A.2 Menus	Handout, Discussion, and Practical Exercise	2–3	AM – 16
	A.3 Food Buying	Sound Filmstrip, Handout, and Discussion	2	PM – 16
B. Clothing	B.1 Adequate Clothing	Field Trip (Lecture and Demonstration) and Practical Exercise	3	AM – 7
		Color Slide Presentation and Discussion	1	PM – 7
	B.2 Appropriate Clothing	Performance Aid and Discussion	1/2	AM – 7
	B.3 Clothes Buying	Demonstration and Performance Aid	1–2	PM – 7
	B.4 Clothing Care	Film Loops and Work Center	1/2	AM – 2*
	B.5 Clothing Repair	Film and Question-Answer Session	1	AM – 17
C. Health	C.1 Conception	Illustrated Lecture, Discussion, and Handout	1	AM – 17
	C.2 Birth Control	Lecture, Discussion, and Practical Exercise	1	AM – 17
	C.3 Health Practices	Discussion	2	PM – 17
	C.4 Home Safety	Performance Aid, Practical Exercise, and Discussion	1–2	AM – 11
D. Child Care	D.1 Child Care	Lecture and Discussion	2–3	AM – 10
		Practical Exercise and Discussion	2	PM – 10
E. Family Relations	E.1 Child Needs	Performance Aid and Practical Exercise	2–4	AM – 9
	E.2 Family Chores	Film and Discussion	1	PM – 19
F. Money Management	F.1 Budgeting	Film and Discussion	1	PM – 9
	F.2 Saving	Acted Demonstrations, Discussion, and Performance Aid	1	PM – 9
	F.3 Credit Practices	Practical Exercise and Discussion	1	PM – 9
	F.4 Borrowing	Film, Filmstrip, and Practical Exercise	2	PM – 2
	F.5 Credit Rating	Filmstrip and Practical Exercise	1	PM – 2
G. Community Resources	G.1 Telephone Usage			
	G.2 Telephone Directory			

(Continued)

Modules	Instructional Units		Method of Instruction	Estimated Length (Hours)	Suggested Day (20-day Cycle)
G. Community Resources *(Continued)*	G.3	Community Services	Performance Aid, Demonstration, and Practical Exercise	1–2	AM – 3
	G.4	Legal Aid	Practical Exercise and Discussion	1–2	PM – 8
H. Self Concept	H.1	Self Worth	Role Playing and Discussion	1–2	PM – 3
	H.2	Personal Contributions	Lecture and Discussion	1–2	AM – 4
	H.3	Interpersonal Behavior	Role Playing and Discussion	1–2	PM – 3
	H.4	Success and Failure	Lecture, Discussion, and Case History	1–2	PM – 1
	H.5	Educational Opportunities	Handout and Lecture	1	PM – 4
	H.6	Personal Capabilities	Lecture and Discussion	1	AM – 4
	H.7	Cooperative Behavior	Role Playing and Discussion	2	PM – 4
	H.8	Personal Goals	Case Histories and Discussion	1–2	PM – 1
	H.9	Commitment to Employment	Peer Influence	1/2	AM – 1*
I. Vocational Goals	I.1	Vocational Information	Self-instructional Center and Guidance Counseling	1	AM – 2*
	I.2	Long and Short Term Goals	Discussion	1	AM – 5
	I.3	Aptitudes and Interests	Tutoring by Guidance Counselors	1/2	AM – 2*
	I.4	Goal Setting	Rap Session	1	AM – 5
	I.5	Personal Appearance	Film and Discussion	1–2	AM – 6
	I.6	Promptness	Film and Discussion	1	AM – 5
	I.7	Prejudice	Panel Discussion	2–3	AM – 18
	I.8	Inconsiderate Behavior	Role Playing and Discussion	1–2	AM – 6
	I.9	Improving Personal Traits	Individual Guidance by Staff	2–4	AM – 8
J. Grooming and Hygiene	J.1	Grooming and Hygiene	Film, Demonstration, and Discussion	2–3	PM – 5
K. Job Searching	K.1	Employment Resources	Handout	1/2	AM – 12
	K.2	Job Searching	Performance Aid, Demonstration, and Practical Exercise	2–3	AM – 12
L. Job Application	L.1	Job Application	Practical Exercise	2–3	PM – 12
M. Test Taking	M.1	Test Taking	Lecture, Practical Exercise, and Discussion	2	PM – 11

(Continued)

Modules		Instructional Units		Method of Instruction	Estimated Length (Hours)	Suggested Day (20-day Cycle)
N.	Job Interviewing	N.1	Job Interview Information	Film, Role Playing, and Discussion	2–3	AM – 13
		N.2	Interviewee Behavior	Film, Role Playing, and Discussion	2	PM – 13
O.	Job Assessment	O.1	Transportation	Practical Exercise	2	PM – 6
		O.2	Job Satisfaction Factors	Film Montage and Discussion	2–3	AM – 14
		O.3	Job Future	Case Histories and Discussion	1–2	PM – 14
P.	Job Performance	P.1	Job Performance	Continuing Practical Exercise	1	AM – 1*
Q.	Employee Relations	Q.1	Supervision and Cooperation	Practical Exercise and Discussion	2–3	AM – 15
		Q.2	Work Relations	Panel and Discussion	1–2	PM – 15
R.	Company and Union Policies	R.1	Employer Rights	Discussion	1	AM – 19
		R.2	Fringe Benefits	Performance Aid and Discussion	1/2	PM – 18
		R.3	Job Promotion	Panel and Discussion	1–2	PM – 18
		R.4	Employee Rights and Unions	Resource Booklet	1/2	AM – 19

*Estimated time given for these units is for familiarization only. Each of these requires additional instructional time either on a continuing or periodic basis.

Table 2

Suggested Schedule of Instructional Units

	Day																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
AM	P.1 H.9	I.1 B.5 I.3	G.3	H.2 H.6	I.2 I.4 I.6	I.5 I.8	B.1 B.3	I.9	F.1	E.1	D.1	K.1 K.2	N.1	O.2	Q.1	A.1 A.2	C.1 C.2 C.3	I.7	R.1 R.4	I.9
PM	H.4 H.8	G.1 G.2	H.1 H.3	H.7 H.5	J.1	O.1	B.2 B.4	G.4	F.3 F.4 F.5	E.2	M.1	L.1	N.2	O.3	Q.2	A.3	C.4	R.2 R.3	F.2	

Part II

DEVELOPING INSTRUCTIONAL CONTENT

A

MODULE A: FOOD

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
1. Given limited food resources and the use of available reference material, enrollee will plan a variety of meal menus. Enrollee should be able to specify a variety of daily menus that are both nutritionally balanced and financially practicable.	Enrollee must: 1.1 Know the nutritional value of various foods. 1.2 Know what foods may be alternated because they have about the same kind and amount of nutrition. 1.3 Know the characteristics of a balanced meal. 1.4 Know the types of cooking techniques which preserve the nutritional value of food.	A.1 Trainee observes a film on dietary abuses, discusses and formulates a realistic plan for prevention. A.2 Trainee receives model menus, procedures for creating new menus, and then creates two new daily menus.
2. Given access to more than one food store, a shopping list, and limited resources for making purchases, enrollee will shop comparatively for various foods. Enrollee should allocate resources so that: (a) at least the minimum necessary amounts of each food may be purchased; and (b) failures to purchase items of lowest unit cost are due solely to a personal preference for a specific brand or quantity available.	Enrollee must: 2.1 Know the types of food stores and the goods they sell. 2.2 Know what kinds of units are used in measuring foods. 2.3 Know how to figure the costs per unit of similar foods. 2.4 Know the results of buying on impulse.	A.3 Trainee observes filmstrip on food buying, discusses impulse buying, and uses a worksheet in comparing unit costs of food.

Instructional Unit: Nutrition A.1

Goal: Trainee will know (*X* ways) how nutritional deficiences can harm self or children, and will formulate a strategy to prevent these deficiencies.

Method: Film and Discussion.

Materials: Film presenting consequences of Vitamin (C, A, D and B complex), iron and calorie deficiency, particularly among children.

Procedure:

1. Instructor will state goal of the lesson and introduce the film.
2. Show film
3. Instructor will lead discussion of film.
4. Group will formulate a strategy for prevention of such deficiencies, bearing in mind their available resources.
5. Administer "Variety of Menu Test" *after* Unit A.2.

Notes: If film is unavailable, pictures from books or magazines illustrating nutritional deficiences may be used to augment instructor presentation.

Instructional Outline: Nutrition A.1

Enabling Requirements / Instructional Steps	1.1 Know the nutritional value of various foods.	1.2 Know what foods may be alternated because they have about the same kind and amount of nutrition.	1.3 Know the characteristics of a balanced meal.	1.4 Know the types of cooking techniques which preserve the nutritional value of food.
1. Select film (or alternate media) showing consequences of various deficiencies.	x			
2. Introduce film.	x			
3. Show film.	x			
4. Discuss film.	x			x
5. Formulate strategy (group).	x			x

Instructional Unit: Menus A.2

Goal: Trainee will plan economical menus representing daily balanced diets.

Method: Handout, Discussion, and Practical Exercise.

Materials: Twenty-one economical menus representing seven daily balanced diets, and formatted to show equivalent nutritional categories (color or other coding system).

Procedure:

1. Hand out copies of the menus and state that an easy way of daily menu planning will be learned.
2. Instructor will demonstrate how by manipulating the given menus (and additional equivalent food items) new menus can be formed.
3. Instructor will emphasize importance of vitamins, minerals, and of avoiding excessive carbohydrates.
4. Trainee will create two new daily menus following procedure demonstrated by instructor, with instructor's assistance as needed.
5. Administer "Variety of Menu Test."

Notes: Sample low cost menus and food group layouts follow.

Instructional Outline: Menus A.2

Instructional Steps / Enabling Requirements	1.1 Know the nutritional value of various foods.	1.2 Know what foods may be alternated because they have about the same kind and amount of nutrition.	1.3 Know the characteristics of a balanced meal.	1.4 Know the types of cooking techniques which preserve the nutritional value of food.
1. Prepare 21 economical menus representing daily balanced diets.	x	x	x	x
2. Demonstrate how to manipulate the menus to form new ones	x	x	x	
3. Emphasize importance of vitamins, minerals, and problem of excessive carbohydrates.	x	x	x	
4. Trainees create two daily menus (six meals).	x	x	x	x
5. The menus will be evaluated for learner.	x	x	x	x

Supporting Material: Menus A.2

SUGGESTED LOW-COST MENUS
(For One Week for Family of Four)

SUNDAY

Breakfast

Pancakes - syrup

Milk for children

Coffee for adults

Dinner

Beef stew

Cabbage and carrot salad

Corn bread - margarine

Milk

Supper

Bean soup

Corn bread

Milk

Beef Stew

1 lb. stew beef, cubed
Salt and pepper
Flour
1 1/2 cups water
3 potatoes, diced
2 onions, sliced
3 carrots, diced
1 small can peas

Sprinkle meat with salt and pepper. Roll in flour; brown in small amount of fat. Add water, cover, and simmer until amost tender (1 to 3 hours). Add raw vegetables and continue cooking until done. Stir occasionally. Add peas last.

Cabbage and Carrot Salad

Shred cabbage or cut in thin pieces. Slice carrots thin. Mix with salad dressing. Season to taste.

Bean Soup

1 cup dry beans
2 quarts water
1/4 lb. salt pork
1 onion, chopped
1 tablespoon flour
Salt and pepper

Soak beans overnight in cold water, or 4 to 5 hours in one quart of warm water. Add salt pork, onion, and another quart of water. Cook slowly until beans are done. Make smooth paste of flour and water and add to soup. Salt and pepper.

Corn Bread

1 1/2 cups cornmeal
1/2 cup flour
2 cups milk (sour)
1/2 teaspoon soda
2 teaspoons baking powder

Mix the dry ingredients, add milk, and stir. Bake in hot, greased pan.

Note: An egg may be added.

MONDAY

Breakfast

Oatmeal

Biscuits - margarine

Milk for children

Coffee for adults

Dinner

Spaghetti with tomato sauce

Turnip greens

Corn bread - margarine

Milk

Supper

Chili - crackers

Milk

Spaghetti With Tomato Sauce

Tomato Sauce:
- 1 can tomato puree
- 1 onion, chopped
- Salt and pepper

Cook onion in small amount of fat. Add to tomato sauce, salt, and pepper. Pour over cooked, drained spaghetti and bake in oven about 15 minutes.

Chili

2 to 4 teaspoons chili powder
1 cup of kidney beans
1/3 cup chopped onion
1/2 lb. ground hamburger meat
I can tomatoes

Soak and cook beans as usual. Cook onion and meat in small amount of fat until nearly done. Add other ingredients, season, and simmer until meat is tender.

Note: Leftover spaghetti and tomato sauce may be added to the chili. Add 20 minutes before serving and stir to prevent burning.

Biscuits

2 cups flour
1 teaspoon salt
2/3 cup water
4 tablespoons shortening
3 teaspoons baking powder
3 tablespoons non-fat dry milk.

Mix all dry ingredients, cut in shortening. Add water and mix. Pat on floured table, and cut in rounds or squares. Bake in hot oven.

Note: 2/3 cup milk may be substituted for the 2/3 cup water and 3 tablespoons of dry milk listed above.

TUESDAY

Breakfast

Egg - fried or soft boiled

Biscuits - margarine - syrup

Coffee for adults

Cream of Tomato Soup

3 cups milk
1 can tomato puree
Small onion
Salt and pepper

Heat milk with onion sliced very thin in milk. Add tomato puree gradually, stirring constantly. Thicken with flour and water mixture. Season with salt, pepper and sugar to taste.

Dinner

Cream of tomato soup

Peanut butter sandwiches

Carrot sticks

Corn bread

Milk

Carrot Sticks

Peel or scrape carrots. Slice lengthwise in long narrow strips. Eat raw.

Supper

Navy beans

Boiled cabbage

Boiled or baked potatoes

Corn bread - margarine

Milk

Baked Potatoes

Wash and grease potatoes very lightly. Bake in hot oven (450°F) for 45 to 60 minutes. Serve other ways as desired.

WEDNESDAY

Breakfast

Oatmeal

Biscuit - margarine

Milk for children

Coffee for adults

Creamed Eggs on Biscuit

1. Hard boil 4 eggs
2. Heat 2 cups of milk with 4 tablespoons margarine
3. Thicken milk with 4 tablespoons of flour mixed with small amount of water; cook slowly
4. Add chopped eggs; season with salt and pepper

Milk is better if heated in a double boiler. If no double boiler, use a smaller pan in a larger pan of hot water.

Dinner

Creamed eggs on biscuits

Cole slaw

Bread - margarine

Plain sugar cookies (home-baked)

Milk

Plain Sugar Cookies

2/3 cup fat
2 teaspoons vanilla
1/2 cup sugar
1 egg
1 1/4 cups sifted flour
1 teaspoon baking powder
1/4 cup dry milk
1/4 teaspoon salt
2 tablespoons water

Cream fat, vanilla, and sugar thoroughly. Add egg and beat well. Sift remaining dry ingredients together. Stir into first mixture with the liquid. Drop by half teaspoonfuls on lightly greased baking sheet, allowing room to spread. Bake in moderate oven (350°F) until the edges are golden brown – about 15 minutes.

Note: Black walnuts may be added if desired.

Supper

Wieners and sauerkraut

Mashed potatoes

Cold tomatoes

Corn bread - margarine

Milk

THURSDAY

Breakfast

Fried mush - syrup

Margarine

Milk for children

Coffee for adults

Fried Mush

Make mush night before and pour in shallow dish. Morning slice and fry. Serve with syrup and butter.

Dinner

Green beans

Baked potatoes

Sauerkraut (left from Wednesday) or

Cole slaw

Corn bread - margarine

Syrup

Milk

Cole Slaw

2 cups chopped cabbage
2 to 3 tablespoons minced onion

Mix cabbage and onion with salad dressing, salt, pepper and sugar.

Can use vinegar diluted with water, half and half, or any other salad dressing.

Supper

Chili beans

Choose one:

Turnips, rutabagas, greens, or any other vegetable desired

Sweet potato pie, or fruit pie, or cobbler

Chili Beans

1 cup kidney beans
1 onion sliced
1 can tomatoes
Salt
Chili powder to taste

Soak beans as usual and cook until almost tender. Add other ingredients and cook slowly 45 to 60 minutes.

FRIDAY

Breakfast

Egg - fried or soft boiled

Biscuits - margarine

Milk for children

Coffee for adults

Potato Soup

2 cups diced potatoes
1 small onion
1 1/2 cups water
1 3/4 teaspoon salt
Pepper
2 cups milk

Cook onion and potato in water until soft. (Break and mash the potatoes in the water.) Add seasoning and milk. Heat thoroughly. Serve.

Dinner

Potato soup

Carrot salad

Corn bread

Milk

Carrot Salad

Put carrots through food chopper. Season with salt, pepper, sugar, and small amount of salad dressing. If no food chopper, make carrot sticks.

Supper

Macaroni or spaghetti and cheese

Turnip greens or spinach

Buttered beets

Bread

Macaroni and Cheese

1 cup milk
2 tablespoons flour
3/4 teaspoon salt
Pepper
1 teaspoon grated onion
1 cup broken macaroni

Cook macaroni in 4 cups boiling water and 1 teaspoon salt. Mix dry ingredients and onion. Add milk slowly. Cook while stirring until thick. Add 1 1/3 cup grated or cubed cheese. Add cooked and drained macaroni. Bake in moderate oven for 20 minutes.

SATURDAY

Breakfast

Oatmeal

Biscuits - margarine - syrup

Milk for children

Coffee for adults

Dinner

Vegetable soup (Use left-over green beans from Thursday, carrots, onions, 1 can tomatoes, potatoes, cabbage, and anything else you want.)

Corn bread

Milk

Supper

Scrambled eggs (Add 3/4 cup milk before cooking eggs.)

Fried potatoes

Buttered corn

Biscuits - margarine - syrup

Milk

Shopping List for Suggested Low Cost Menus for One Week (Family of Four)

4 1 lb.-pkgs. non-fat dry milk
(condensed milk may be substituted for part of this)
1 1/2 dozen eggs
10 lbs. potatoes (larger quantities cheaper, if storage is available)
3 lbs. onions
2 lbs. carrots
1 can green beans (size 2)
1 can peas (size 303)
5 cans tomatoes (size 2) (use fresh when cheaper)
2 cans tomato puree (size 1)
1 can sauerkraut (size 2)
1 can corn (size 303)
1 can beets (size 303)
2 cans turnip greens or spinach (size 2 or 2 1/2)
(use fresh when cheaper)
1 can pie applies (size 2) (use fresh when cheaper)
5 lbs. sugar (for two weeks)
1 lb. coffee (for two weeks)
1 small bottle mapleine (for making syrup for several weeks)
5 lbs. flour
1 box oatmeal - 3 lb. (for three weeks)
1/2 lb. crackers
1 loaf bread
1 lb. spaghetti
1 lb. margarine
1/2 pt. salad dressing (large jar cheaper)
1/2 lb. peanut better
3 lbs. shortening
1 lb. beef for stew
1/2 lb. hamburger
1 lb. wieners
1/4 lb. American cheese
5 lbs. corn meal
1 lb. kidney beans
1 lb. navy beans
1 large head cabbage
Boiling meat

Substitute vegetables from the garden or home-canned foods for the foods suggested, when possible.

Check groceries in the home before shopping for additional supplies.

A greater variety of foods may be added to these meals as the budget permits. The most needed are fresh fruits and fresh vegetables. Home processed foods may make more desserts possible, such as berry pies or cobblers, jams, jellies, or preserves, sweet potato or pumpkin pie, fruit turnovers (fried pies). Other simple desserts are: Jello, puddings, homemade cookies, plain cake.

Additional foods would be needed for special diets, such as for infants, sick, or convalescing persons.

Recipes for Variety

(Foods needed in these recipes are not included in the suggested shopping list.)

Jello Salad

Make Jello as directed on package except leave out one-fourth cup water. Add one cup each of finely chopped carrots and cabbage. Congeal.

Lemon Jello is good for this.

Apple and Cabbage Salad

2 apples chopped (not peeled)
Shred about 2 cups cabbage

Mix with salad dressing. Season with sugar, if desired.

Beef, Tomato, and Cabbage Scallop

3/4 lb. ground beef or other lean meat
2 tablespoons fat
1/4 cup chopped onion
2 cups fresh or canned tomatoes
2 teaspoons salt
Pepper
3 cups chopped or coarsely shredded cabbage
1 cup soft bread crumbs

Brown the meat in fat. Add onion and cook 5 minutes. Add tomatoes, salt, and pepper; bring to boil. Place alternate layers of cabbage and meat mixture in a baking dish. Top with bread crumbs. Bake at 350°F. (moderate oven) 40 to 45 minutes.

Liver Casserole

1 lb. beef or pork liver
1/4 cup flour
3 tablespoons fat
1 can tomatoes (size no. 2)
2 tablespoons chopped onions
1/2 teaspoon salt

Wash liver and remove any bits of membrane and tough blood vessels. Drain thoroughly. Coat slices of liver with flour. Melt fat in heavy skillet and brown liver. Add other ingredients; cover and simmer slowly for 15 minutes. Uncover and continue cooking 15 minutes longer, or until liver is tender and sauce has thickened.

Hamburger Corn-Pone Pie

1 lb. hamburger
1/3 cup chopped onion
1 tablespoon shortening
2 teaspoons chili powder
3/4 teaspoon salt
1 cup cooked tomatoes
1 cup cooked kidney beans
1 cup corn bread batter
Pepper for seasoning

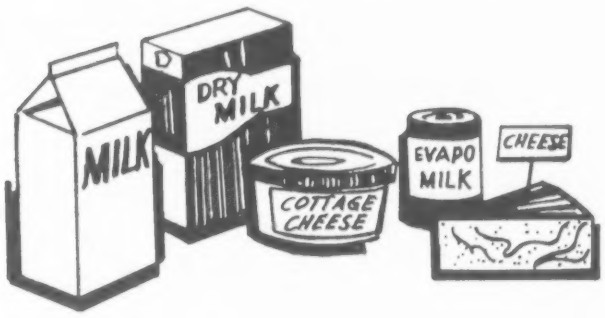
Brown meat and onion in melted shortening. Add seasonings and tomatoes. Cover and simmer over low heat for 15 minutes. Add kidney beans. Pour into greased baking dish or pan. Top with corn bread batter and bake in hot oven (425°F) for 20 minutes.

Supporting Material: Menus A.2

DAILY FOOD GUIDE

MILK GROUP

some for everyone

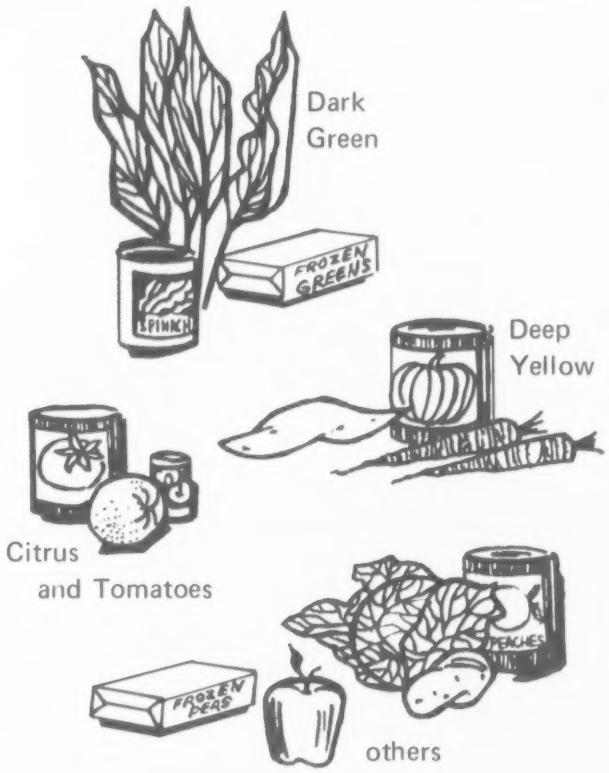


MEAT GROUP

2 or more servings

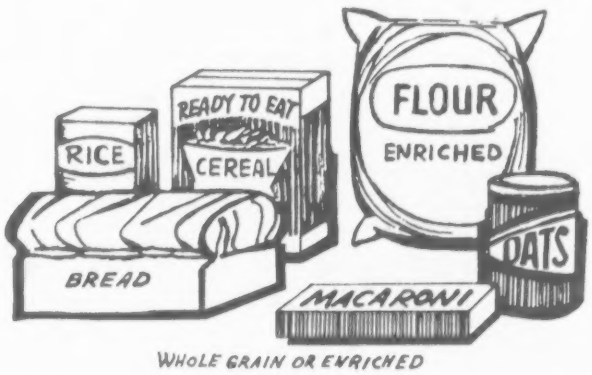
VEGETABLE - FRUIT GROUP

4 or more servings



BREAD - CEREAL GROUP

4 or more servings



everyday eat foods from each group

EAT OTHER FOODS AS NEEDED TO ROUND OUT MEALS

U.S. DEPARTMENT OF AGRICULTURE • Food and Nutrition Service • Agricultural Research Service • July 1966

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Supporting Material: Menus A.2

SUGGESTED DAILY SERVINGS

SOME for EVERYONE	**MILK GROUP** COUNT AS A SERVING 1 CUP OF MILK Children under 9 — to Children 9-12 — or more Teenagers — or more Adults — or more Pregnant Women — or more Nursing Mothers — or more Cheese can be used for part of the MILK
2 or more SERVINGS	**MEAT GROUP** COUNT AS A SERVING 2 OR 3 OUNCES OF COOKED LEAN MEAT, POULTRY OR FISH — — SUCH AS A HAMBURGER OR A CHICKEN LEG OR A FISH ALSO 2 EGGS OR 1 CUP COOKED DRY BEANS OR PEAS OR 4 TABLESPOONS PEANUT BUTTER
4 or more SERVINGS	**VEGETABLE-FRUIT GROUP** COUNT AS A SERVING ½ CUP (RAW OR COOKED) OR 1 PORTION SUCH AS OR OR
4 or more SERVINGS	**BREAD-CEREAL GROUP** (WHOLE GRAIN OR ENRICHED) COUNT AS A SERVING 1 SLICE OF BREAD OR 1 BISCUIT OR 1 OUNCE READY-TO-EAT CEREAL — — — — OR ½ CUP TO ¾ CUP COOKED CEREAL, CORNMEAL, GRITS, MACARONI, RICE, OR SPAGHETTI

EAT OTHER FOODS AS NEEDED TO ROUND OUT THE MEALS

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FNS-13 (formerly C&MS-23)

Instructional Unit: Grocery Buying A.3

Goal: Trainee will demonstrate the skills required in comparative shopping for groceries.

Method: Sound filmstrip, Handout, and Discussion.

Materials: Sound filmstrip, "Making the Best Buy in Foods."

Handout offering alternate quantities of the same food products at equal or unequal unit prices.

Procedure:

1. Instructor will give purpose of session as learning how to save money in grocery buying.
2. Introduce and show filmstrip which discusses food planning, impulse buying, and comparative shopping.
3. Group will discuss impulse buying.
4. Instructor will lead directed discussion of unit costs of foods using the handout to obtain trainee participation.
5. Administer "Grocery Buying Test."

Notes: The sound filmstrip is available from CUNA International, Inc., Education Department, Box 431, Madison, Wis. 53701.

Sample layout for the unit cost handout follows.

Instructional Outline: Grocery Buying A.3

Instructional Steps / Enabling Requirements	2.1 Know the types of food stores and the goods they sell.	2.2 Know what kinds of units are used in measuring foods	2.3 Know how to figure the costs per unit of similar foods.	2.4 Know the results of buying on impulse.
1. Obtain filmstrip.	x	x		x
2. Preview filmstrip.	x	x		x
3. Introduce filmstrip.	x	x		x
4. Show filmstrip.	x	x		x
5. Discuss impulse buying.				x
6. Use worksheet, discuss food costs and units.		x	x	

Supporting Material: Grocery Buying A.3

COMPARING FOOD COSTS (SAMPLE LAYOUT)

In each box, circle the item which has the lower cost per unit of measure. (Assume quality to be the same.)

TESTS

Variety of Menu Test

Using a menu planning form, plan a series of nine meal menus (3 days) for your own family. Include the type and quantity of food you will need.

Scoring: Variety of Menu Test

1. Was there a variety of menus planned? _____ Yes _____ No
   (If nine different menus, mark "Yes")

2. Were the meals nutritionally balanced? _____ Yes _____ No
   (Check "Yes" if meals included at least one item from each of the major food groups, e.g., dairy, meat, grains, green and yellow vegetables, fruit.)

3. Were the menus financially practical? _____ Yes _____ No
   (Check "Yes" if total cost of food for all *nine* meals probably will NOT exceed 10% of enrollee's monthly food budget.)

Grocery Buying Test

Take your menu plans (for 3 days), grocery store ads (from local newspapers) and limiting your money to not more than 10% of your month's food budget, "shop." (at home tonight) for the foods necessary to prepare the 9 meals that you have planned. Using a "shopping" form, record the food you would buy, the quantity of each, and the cost of each item.

Scoring: Grocery Buying Test

1. Enrollee's shopping record listed enough of each type of food. ____ Yes ____ No
2. Record listed cost of each. ____ Yes ____ No
3. Total cost was NOT more than specified amount. ____ Yes ____ No

REFERENCES

Module A: Food

U.S. Department of Agriculture, Washington, D.C. 20250.

Pamphlets and Booklets:

- Meat and Poultry Wholesome for You (1969-0-354-105)
- Meat and Poultry Standards for You (1969-0-355-759)
- Meat and Poultry Labeled for You (1969-0-356-156)
- Meat and Poultry Clean for You (1969-0-357-958)
- Meat and Poultry Care Tips for You (1970-0-365-108)

Home and Garden Bulletins:

- Home Care of Purchased Frozen Foods, No. 69
- Conserving the Nutritive Values in Foods, No. 90
- Making Pickles and Relishes At Home, No. 92
- Eggs in family meals, No. 103
- Vegetables in family meals, No. 105
- Home Canning of Meat and Poultry, No. 106
- Poultry in family meals, No. 110
- Cheese in family meals, No. 112
- Beef and Veal in family meals, No. 118
- Lamb in family meals, No. 124
- Fruits in family meals, No. 125
- Milk in family meals, No. 127
- Potatoes in Popular Ways, No. 55
- Storing Perishable Foods in the Home, No. 78
- Home Freezing of Poultry, No. 70
- Cereals and Pasta in family meals, No. 150
- Apples in appealing ways, No. 161
- Pork in family meals, No. 160
- Keeping Food Safe to Eat, No. 162
- Nuts in family meals, No. 176
- Home canning of fruits and vegetables, No. 8
- Freezing combination main dishes, No. 40
- How to make Jellies, Jams, and Preserves, No. 56
- Freezing Meat and Fish in the Home, No. 93
- Suburban and Farm Vegetable Gardens, No. 9
- Family Fare, a guide to good nutrition, No. 1

U.S. Dept. of Agriculture, Supt. of Documents, U.S. Govt. Printing Office, Washington, D.C. 20402.

Booklets:

- Nutrition Up-To-Date, Up To You
- Food Guide for Older Folks, Home and Garden Bulletin No. 17
- Money Saving Main Dishes, Home and Garden Bulletin No. 43

U.S. Dept. of Agriculture, Agricultural Research Service, Federal Center Bldg., Hyattsville, Md. 20782.

Booklets:

- How to Buy Beef Roasts
- Baking for People With Food Allergies

Food Makes the Difference - Ideas for Families Using Donated Foods
Food Makes the Difference - Ideas for Economy-Minded Families
Food Makes the Difference - Ideas for Leaders Working With Economy-Minded Families
How to Buy Meat For Your Freezer
How to Buy Canned and Frozen Vegetables
How to Buy Fresh Fruits
How to Buy Fresh Vegetables
How to Buy Eggs

Food and Agriculture Organization of the U.N. Liaison Office for North America, 1325 C Street, S.W., Washington D.C. 20437.
Pamphlets and Booklets:
Catalogue of FAO Publications 1945-1968.
FAO What It Is, What It Does, How It Works

The Nutrition Foundation, Inc., 99 Park Ave., New York, N.Y. 10018.
Pamphlets and Booklets:
Your Diet: Health Is In The Balance
Obesity
Food Choices: The Teen-Age Girl
The Role of the Health Professions in Nutrition Education
Additional publications and educational material forwarded upon receipt of payment

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14 Street and Constitution Avenue, N.W.
Washington, D.C. 20210

MODULE B: CLOTHING

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
3. Given a selection of affordable clothing items from which to choose, and a number of representative job application or work-related situations, enrollee will select clothing items to wear. Selected clothing items for each situation should be: (a) compatible with the demands for durability and serviceability that are imposed by the work or work-related requirements, and (b) similar in design or style to clothing that employed counterparts wear.	Enrollee must: 3.1 Know what types of clothing are acceptable on various types of jobs. 3.2 Know what items of clothing it is acceptable to match and combine. 3.3 Know how to read clothing labels and tags. 3.4 Know what types of care various fabrics require. 3.5 Know the advantages and disadvantages of various types of undergarments. 3.6 Know differences between fad and style. 3.7 Know how to inspect and judge quality of goods and construction. 3.8 Know the durability and comfort of clothing made from various common fabrics.	B.1 Trainee visits a clothing store to hear an expert discuss principles of economic buying and care of clothing, then applies the principles in classroom exercise. B.2 Trainee observes color slides showing appropriate clothing in typical work situations, discusses and formulates principles of appropriate dress.
4. Given access to more than one clothing store, a list of clothing items to be purchased, and a limited amount of resources for making purchases, enrollee will shop comparatively for various clothing items. Enrollee should allocate various resources such that: (a) at least the minimum necessary clothing items may be purchased, and (b) failures to purchase the least expensive clothing items offering equivalent quality and ease of care are due solely to personal preference for a specific design or style available.	Enrollee must: 4.1 Know the advantages and disadvantages of shopping in specialty shops and department stores. 4.2 Know the advantages and disadvantages of buying at various types of stores and from mail-order houses. 4.3 Know locations of stores which sell clothing at acceptable prices. 4.4 Know when clothing sales are held and what is on sale. 4.5 Know the sources of and the eligibility requirements for obtaining free clothing. 4.6 Know where second-hand clothing may be purchased.	B.3 Trainee is given a handout listing: indicators of clothing quality, times and places to buy clothing.

Behavioral Objectives	Skill & Knowledge Requirements	Instructional Units
5. Given limited monetary resources with which to purchase basic sewing and cleaning materials and supplies, enrollee will maintain appearance of clothing. Maintenance of clothing's appearance is indicated by: (a) shoes routinely clean, (b) buttons, zippers and other fasteners routinely present and in working order, and (c) clothing items routinely clean and free from wrinkles or tears.	Enrollee must: 5.1 Know types of tools and materials that are available for making minor clothing repairs and alterations. 5.2 Know how to use tools and materials to make minor clothing repairs and alterations. 5.3 Know the advantages and disadvantages of various washing and cleaning products. 5.4 Know types of units used in measuring washing products. 5.5 Be able to properly use hand iron. 5.6 Be able to remove spots or stains from clothing.	B.4 Trainee observes demonstration of practices in the care of clothing, and receives performance aid summarizing these practices. B.5 Trainee observes film loops on clothing alteration and repair, and participates in work center applications of clothing maintenance skills.

Instructional Unit: Adequate Clothing B.1

Goal: Trainee will be able to select adequate clothing.

Method: Field Trip (Lecture and Demonstration) and Practical Exercise.

Materials: Handout of facts on clothing quality, durability, comfort; optimal times to purchase clothing; and care of fabrics.

Several items of clothing representing a variety of quality, durability, fabric, and construction.

Procedure:

1. Instructor states the purpose of visiting the clothing store as that of learning the difference between good quality and poor quality clothing.
2. Group visits the store and observes an expert discuss and demonstrate the indicators of clothing quality, construction, durability, and comfort; how to care for various materials; information contained in tags and labels; also, optimal times to purchase different types of clothing.
3. Clothing expert should encourage questions and discussion from group.
4. Group returns to classroom, receives handout summarizing the facts covered by the expert, and applies information in the evaluation of clothing items displayed by instructor.
5. Group discusses the value of the field trip and information acquired.

Instructional Outline: Adequate Clothing B.1

Instructional Steps / Enabling Requirements	3.1 Know what types of clothing are acceptable on various types of jobs.	3.2 Know what items of clothing it is acceptable to match and combine.	3.3 Know how to read clothing labels and tags.	3.4 Know what types of care various fabrics require.	3.5 Know the advantages and disadvantages of various types of undergarments.	3.6 Know differences between fad and style.	3.7 Know how to inspect and judge quality of goods and construction.	3.8 Know the durability and comfort of clothing made from various common fabrics.
1. Select field trip location and clothing experts.			x	x	x		x	x
2. Prepare a handout of facts provided by experts.			x	x	x		x	x
3. Arrange for transportation, time and announce trip and plans.			x	x	x		x	x
4. Go on field trip.			x	x	x		x	x
5. Study indicators of quality, construction, durability, comfort, tags and labels (from expert).			x	x	x		x	x
6. Return to normal location.			x	x	x		x	x
7. Provide handout.			x	x	x		x	x
8. Practice application of presented principles on clothing sample items.			x	x	x		x	x
9. Discuss the value of the principles.			x	x	x		x	x

Instructional Unit: Appropriate Clothing B.2

Goal: Trainee will be able to select appropriate clothing.

Method: Color Slide Presentation and Discussion.

Materials: Color slides showing appropriate versus inappropriate clothing for three typical work situations (prime local job-opportunity areas); slides should also note (a) good and bad color combinations in current styles, and (b) instances of fads and styles.

Procedure:

1. Instructor indicates possible embarrassments from inappropriate clothing, and states that this session should provide the know-how to prevent this from occurring.
2. Instructor presents each slide and stimulates group discussion of appropriateness and taste of mode of dress. (Sequence of slide should begin with the more obvious examples of inappropriate dress and progress to more subtle deviations.)
3. Group should conclude by generating principles of appropriate dress.
4. Administer "Selecting Clothing Test."

Notes: "Paste-up" layouts using color pictures cut from magazines or good art work may be used as a substitute for color slides.

Slides (or substitute) should be revised as necessary to reflect current local job-opportunity areas and current styles of dress.

Instructional Outline: Appropriate Clothing B.2

Instructional Steps	1. Plan desired slides.	2. Obtain slides.	3. Introduce slides.	4. Discuss each slide.	5. Generate set of principles.	Enabling Requirements
3.1 Know what types of clothing are acceptable on various types of jobs.	×	×	×	×	×	
3.2 Know what items of clothing it is acceptable to match and combine.	×	×	×	×	×	
3.3 Know how to read clothing labels and tags.						
3.4 Know what types of care various fabrics require.						
3.5 Know the advantages and disadvantages of various types of undergarments.						
3.6 Know differences between fad and style.	×	×	×	×	×	
3.7 Know how to inspect and judge quality of goods and construction.						
3.8 Know the durability and comfort of clothing made from various common fabrics.						

Instructional Unit: Clothes Buying B.3

Goal: Trainee will have information that enables comparative shopping for clothing.

Method: Performance Aid and Discussion.

Materials: Handout (performance aid) listing: (a) indicators of clothing quality, durability and comfort; (b) how to read tags and labels; (c) optimal times to purchase clothing; and (d) names and addresses of several clothing sources.

Procedure:

1. Instructor hands out performance aid and indicates how it may be used in buying clothing.
2. Instructor should encourage group discussion and evaluation of the aid.
3. Administer "Shopping for Clothing Test" (trainee is encouraged to use the performance aid in taking test).

Notes: Performance aid is an expanded form of the handout for B.1.

Instructional Outline: Clothes Buying B.3

Enabling Requirements / Instructional Steps	4.1 Know the advantages and disadvantages of shopping in specialty shops and department stores.	4.2 Know the advantages and disadvantages of buying at various types of stores and from mail-order houses.	4.3 Know locations of stores which sell clothing at acceptable prices.	4.4 Know when clothing sales are held and what is on sale.	4.5 Know the sources of and the eligibility requirements for obtaining free clothing.	4.6 Know where second-hand clothing may be purchased.
1. Handout.	x	x	x	x	x	x
2. Discuss and evaluate handout.	x	x	x	x	x	x

Instructional Unit: Clothing Care B.4

Goal: Trainee will be able to care for clothing.

Method: Demonstration and Performance Aid.

Materials: Clothing of assorted fabrics with common spots and stains; also stain removal substances.

Clothing to illustrate ways of sorting prior to laundering.

Performance aid (chart) for handout showing common fabrics, types of stains, and appropriate cleaning agents; also laundering and ironing tips may be listed.

Procedure:

1. Instructor introduces the demonstrator and gives an overview of what is to be demonstrated.
2. Distribute handout.
3. Demonstrator shows how to remove the more common spots and stains; how to sort washing (for a laundromat); care of drip-dry fabrics; and some tips on ironing different materials.
4. Instructor and demonstrator encourage questions during demonstration; for example, suggestions for kinds of spots and stains to be removed could be generated by group.

Notes: A trained homemaker or home economics teacher may be consulted for this unit.

Instructional Outline: Clothing Care B.4

Instructional Steps / Enabling Requirements	5.1 Know types of tools and materials that are available for making minor clothing repairs and alterations.	5.2 Know how to use tools and materials to make minor clothing repairs and alterations.	5.3 Know the advantages and disadvantages of various washing and cleaning products.	5.4 Know types of units used in measuring washing products.	5.5 Be able to properly use hand iron.	5.6 Be able to remove spots or stains from clothing.
1. Select demonstrators.			x		x	x
2. Provide clothing with various kinds of spots and stains.			x			x
3. Provide clothing to demonstrate laundry sorting.			x	x		x
4. Provide clothing to demonstrate ironing tips.					x	
5. Prepare handouts of factual information.			x	x	x	x
6. Introduce demonstrator.			x	x	x	x
7. Provide demonstration.			x	x	x	x
8. Encourage questions.			x	x	x	x

Instructional Unit: Clothing Repair B.5

Goal: Trainee will be able to repair or alter clothing.

Method: Film Loops and Work Center.

Materials: Film loops covering activities such as threading a needle, sewing on buttons, patching, using iron-on tape, darning, hemming, and altering garments.

A work center with necessary supplies and equipment.

Procedure:

1. Instructor provides overview of range of film loops (repair activities) available and oriented to work center.
2. Instructor demonstrates how to use film loops and work center by performing one of the activities.
3. Trainees are scheduled time to use the work center where they will work on clothing which they bring with them.
4. Schedule appropriate time for administration of "Maintaining Clothing Test."

Notes: If other community resource is available to provide these skills, it should be used.

Another instructional unit on this topic is given in *Tips for Teaching Textiles and Clothing,* Bureau of Continuing Education Curriculum Services, New York State Education Dept., Albany N.Y. 12200, 1969, ERIC document ED 044 589.

Instructional Outline: Clothing Repair B.5

Instructional Steps	5.1 Know types of tools and materials that are available for making minor clothing repairs and alterations.	5.2 Know how to use tools and materials to make minor clothing repairs and alterations.	5.3 Know the advantages and disadvantages of various washing and cleaning products.	5.4 Know types of units used in measuring washing products.	5.5 Be able to properly use hand iron.	5.6 Be able to remove spots or stains from clothing.
1. Select the desired behaviors.	x	x				
2. Obtain film loops demonstrating these behaviors.	x	x				
3. Show how to use film loop.	x	x				
4. Provide time (trainees provide clothing).	x	x				

Enabling Requirements

TESTS

Selection of Clothing Test

INSTRUCTIONS TO TESTER: In this test, be sure that the pictures or drawings of the articles of wearing apparel *clearly* show a definite variety of appropriate and inappropriate garments. For example, of blouses described, one is excessively formal and another too informal for a job interview. Other examples of clearly inappropriate versus appropriate types of clothing would be an open-knit or crocheted suit or dress compared with the same types of garments made from more conventional cloth. Pictures of such a variety of garments can probably be found in mailorder catalogues or fashion magazines. (Appropriate substitutes should be made for male enrollees).

DIRECTIONS TO ENROLLEE: In the box below are pictured 2 or 3 different types of nine kinds or categories of clothing that may be worn on various occasions and in various combinations. Below the box are listed three work-related situations that would normally require different clothing. Think about which kinds of clothing you would wear in each of these situations. Pick out an outfit that you would wear in each situation. Indicate your choice by writing the identifying number (of the kind) and letter (of the type) on the line under the situation.

	Type a	Type b	Type c
1. Blouses:	Picture of excessively formal or frilly blouse	Picture of revealing or "see-through" blouse.	Picture of relatively plain, tailored blouse.

2. Skirts: (3 types)
3. Slacks: (2 types)
4. Suit: (2 types)
5. Dresses: (3 types)
6. Shorts: (2 types)
7. Shoes: (3 types)
8. Hats: (3 types)
9. Accessories: (3 types of handbags, and 2 types of earrings)

(Continued)

Selection of Clothing Test *(Continued)*

Situations:

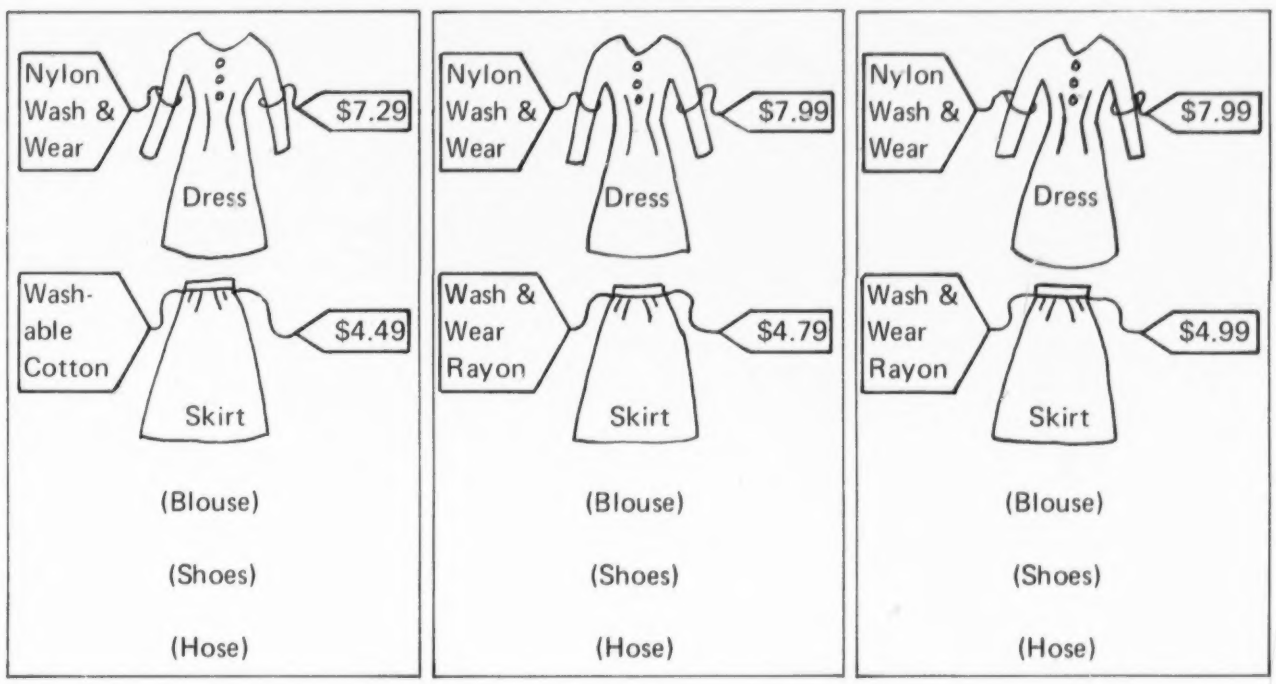
1. Job interview in a personnel manager's office.
   Your selections: _____
2. Assembly-line worker in a factory. (Such as bench-wiring of small appliance, industrial packaging, or sewing machine operation.)
   Your selections: _____
3. Clerk-typist in a large office. (Salesman's job may be substituted for men enrollees).
   Your selections: _____

Scoring: Selection of Clothing Test

Tester should derive an appropriate scoring key for each of the three situations. The key for each situation should include alternate acceptable outfits: skirt and blouse, *or* suit and blouse, *or* dress, and so forth. Each of the three situations should be separately scored.

Shopping for Clothing Test*

Below are sketches of clothing sale advertisements from three stores. Each item has a price tag and a descriptive label. Use this information to "shop" comparatively for the various items that you selected to wear to a job interview. When you find each item that you would buy, draw a circle around it.



*Note to Tester: In developing the final form of this test, refer to Instructional Unit B.3 for indicators of good and poor quality in clothing. As illustrated in the two sample items above, each item of clothing should vary in *quality* (or practicality) and *price*. Differences in quality between similar items should be clear. A general rule to be followed in assigning prices and quality descriptions to a set of three apparel items: (a) make all three about the same price, with one of clearly superior quality (or practicality), or (b) make all three of similar quality (or practicality) with one clearly less expensive (at least 50 cents cheaper).

Scoring: Shopping for Clothing Test

Allow one point for each item of clothing selected which was the "best buy" of the three. "Best buy" is defined as either: (a) if items were of about the same price, choose the one of superior quality or practicality; or (b) if items were of about the same quality and practicality, choose the less expensive item.

For example, the two illustrations given would be scored as follows:

Dress . . . Store A 1 point; Store B 0 point; Store C 0 point.

Skirt . . . Store A 0 point; Store B 1 point; Store C 0 point.

Maintaining Clothing Test

Directions to Tester: Divide your class into teams of two and, providing each enrollee with a checksheet, instruct them to check the appearance of their partner's clothing at the beginning of class for the next five days.

Checksheet

		Day 1	2	3	4	5	"Yes" Total
1. Shoes are clean?	Yes						____
	No						
2. Buttons, zippers, and other fasteners are present and working?	Yes						____
	No						
3. Clothing items are clean and free from wrinkles or tears?	Yes						____
	No						
							____

Scoring: Maintaining Clothing Test

Allow one point for each "yes" scored, for a total possible score of 15 points. The minimum acceptable score should be given after taking into consideration local weather conditions as well as other extenuating factors.

C

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U.S. Department of Labor
Women's Bureau Regional Director
John F. Kennedy Federal Building
Boston, Massachusetts 02203

MODULE C: HEALTH

Behavioral Objectives	Skill & Knowledge Requirements	Instructional Units
6. Given availability of contraceptive materials and methods, enrollee will prevent unwanted pregnancies. Enrollee should identify a personally acceptable birth control method or combination of methods that is approved by a trained medical advisor.	Enrolee must: 6.1 Know the advantages and disadvantages of having a large family. 6.2 Know the basic processes involved in human reproduction, i.e., how pregnancy occurs. 6.3 Know what methods of contraception are medically approved. 6.4 Know how to effectively use approved methods of contraception. 6.5 Know where to obtain contraceptives. 6.6 Know where and from whom to obtain additional information.	C.1 Trainee observes a film on how pregnancies occur and has physician present to answer questions. C.2 Trainee receives a physician's presentation on medically approved methods of birth control, and discusses own experience with birth control.
7. Given a description of the way individual family members commonly provide for their routine physical needs, enrollee will maintain an awareness of sound health practices. Enrollee should demonstrate awareness by the following actions: (a) identifies those activities of family members that do not promote good health, (b) identifies satisfactory ways to eliminate unsound health practices, (c) recognizes symptoms of illness, and (d) recognizes existing and potential health problems that need to be brought to the attention of qualified medical specialists.	Enrollee must: 7.1 Know what types and amounts of *exercise* and *sleep* promote good health. 7.2 Know the value of routine *checkups* and when to have them. 7.3 Know the advantages of having routine *immunizations* and keeping them up-to-date. 7.4 Know where to get special help for handicaps and other special health needs. 7.5 Know what symptoms (including drug abuse) may be especially dangerous to ignore. 7.6 Know how to read a thermometer. 7.7 Know how to examine children for signs of illness. 7.8 Know how to examine self for breast cancer. 7.9 Know what type of medical-dental examinations to have and when to have them.	C.3 Trainee discusses sound health practices with physician and practices reading a thermometer.

Behavioral Objectives	Skill & Knowledge Requirements	Instructional Units
8. Given a description of common physical home environments, enrollee will maintain an awareness of safety hazards. Enrollee should demonstrate awareness by the following: (a) identifies potential hazards that may cause injury, (b) identifies satisfactory ways to eliminate safety hazards, and (c) recognizes practicable precautions that have been taken to eliminate safety hazards.	Enrollee must: 8.1 Know what types of conditions in the home can cause accidents. 8.2 Know the possible results of hazards commonly found in the home. 8.3 Know ways to eliminate hazards commonly found in the home. 8.4 Know standards for judging safety conditions in the home.	C.4 Trainee receives case histories of home accidents, contributes examples from own experience, and discusses prevention of examples contributed by group.

Instructional Unit: Conception C.1

Goal: Trainee will know how pregnancy occurs.

Method: Film and Question-Answer Session.

Materials: Film showing how pregnancy occurs.

Procedure:

1. Instructor introduces film and medical expert.
2. Shows film.
3. Instructor and medical expert encourage questions from group.

Notes: Films are available from many local sources; e.g., Red Cross, Public Health Agency, Planned Parenthood, High Schools.

Instructional Outline: Conception C.1

Instructional Steps / Enabling Requirements	6.1 Know the advantages and disadvantages of having a large family.	6.2 Know the basic processes involved in human reproduction, i.e., how pregnancy occurs.	6.3 Know what methods of contraception are medically approved.	6.4 Know how to effectively use approved methods of contraception.	6.5 Know where to obtain contraceptives.	6.6 Know where and from whom to obtain additional information.
1. Select medical expert.		x				
2. Select film		x				
3. Schedule film and medical expert.		x				
4. Introduce medical expert.		x				
5. Introduce film.		x				
6. Show film.		x				
7. Answer questions.	x	x				

Instructional Unit: Birth Control C.2

Goal: Trainee will be able to prevent unwanted pregnancies.

Method: Illustrated Lecture, Discussion and Handout.

Materials: Representations of birth control devices as provided by guest physician.

Handout listing facts about birth control and birth control methods.

Procedure:

1. Introduce lecturing physician as source of learning of the various options of birth control.
2. Physician lectures, using appropriate visual aids, on topic of alternative methods of birth control emphasizing the relative merits of the various medically approved contraception techniques.
3. Physician encourages questions and discussion from group, particularly regarding previous experience with contraception.
4. Distribute handout.
5. Administer "Preventing Unwanted Pregnancies Test."

Notes: Questions and discussion may be encouraged if instructor first volunteers a question or personal experience, or if instructor can enlist one of the group beforehand to "break the ice."

Actual birth control devices and charts may be used for groups up to 15 in number. Slides should be used with larger groups.

Instructional Outline: Birth Control C.2

Instructional Steps / Enabling Requirements	6.1 Know the advantages and disadvantages of having a large family.	6.2 Know the basic processes involved in human reproduction, i.e., how pregnancy occurs.	6.3 Know what methods of contraception are medically approved.	6.4 Know how to effectively use approved methods of contraception.	6.5 Know where to obtain contraceptives.	6.6 Know where and from whom to obtain additional information.
1. Determine useful contraceptive information.			x	x	x	x
2. Prepare handout.			x	x	x	x
3. Introduce doctor and topic.			x	x		
4. Doctor presents information.			x	x		
5. Discuss contraception.	x		x	x	x	x
6. Give class handout.			x	x	x	x

Instructional Unit: Health Practices C.3

Goal: Trainee will be able to practice measures promoting good health.

Method: Lecture, Discussion, and Practical Exercise.

Materials: Thermometers.

Procedure:

1. Introduce physician who will discuss sound health practices.
2. Physician discusses sound health practices including: sleep and exercise, overweight problems, medical-dental examinations, immunizations, symptoms that should not be ignored (including drug abuse), and how to use a thermometer.
3. Physician will answer questions from group.
4. Trainees will pair off and practice reading a thermometer by taking partner's temperature.
5. Administer "Sound Health Practices Test."

Instructional Outline: Health Practices C.3

Instructional Steps \ Enabling Requirements	7.1 Know what types and amounts of *exercise* and *sleep* promote good health.	7.2 Know the value of routine *checkups* and when to have them.	7.3 Know the advantages of having routine *immunizations* and keeping them up-to-date.	7.4 Know where to get special help for handicaps and other special health needs.	7.5 Know what symptoms (including drug abuse) may be especially dangerous to ignore.	7.6 Know how to read a thermometer.	7.7 Know how to examine children for signs of illness.	7.8 Know how to examine self for breast cancer.	7.9 Know what types of medical-dental examinations to have and when to have them.
1. Select medical expert.	x	x	x	x	x	x	x	x	x
2. Determine facts.	x	x	x	x	x	x	x	x	x
3. Prepare handout.	x	x	x	x	x	x	x	x	x
4. Introduce medical expert.	x	x	x	x	x	x	x	x	x
5. Provide information regarding sound health practices.	x	x	x	x	x	x	x	x	x
6. Provide thermometers						x			
7. Practice reading thermometers.						x			
8. Discuss health practices.	x	x	x	x	x		x	x	x

Instructional Unit: Home Safety C.4

Goal: Trainee will be able to reduce home safety hazards.

Method: Discussion.

Materials: None.

Procedure:

1. Instructor states goal of the session and then presents at least two case history illustrations of common home dangers.
2. Group is asked to tell of home accidents which they have experienced or have heard about.
3. Group analyzes the cases, after several have been related, and determines what could have been done to prevent each.
4. Administer "Home Safety Hazards Test."

Notes: Checklist materials for first aid and home safety are provided in the pamphlet: *Panic/or Plan?: A Picture Primer on Emergencies, Their Prevention and Care,* Metropolitan Life Insurance Company, One Madison Avenue, New York, N.Y. 10010.

Instructional Outline: Home Safety C.4

Instructional Steps / Enabling Requirements	8.1 Know what types of conditions in the home can cause accidents.	8.2 Know the possible results of hazards commonly found in the home.	8.3 Know ways to eliminate hazards commonly found in the home.	8.4 Know standards for judging safety conditions in the home.
1. Select two case histories (illustrating common home dangers).	x	x	x	x
2. Introduce discussion with two case histories.	x	x		
3. Evoke other instances from group.	x	x		
4. Examine preventive measures for each of instances.	x	x	x	x
5. Prepare home safety checklist.	x	x	x	x

TESTS

Preventing Unwanted Pregnancies Test

Listed below are a number of methods of "birth control" that are commonly used. After reading through the list, select the method or combination of methods which you would use to prevent unwanted pregnancies. Indicate your choice by placing a check (✓) mark beside the method or methods of your choice.

1. _____ Birth control pills
2. _____ Rubber diaphragm
3. _____ Spermatocidal foam or jelly
4. _____ Intrauterine device
5. _____ Tubal ligation
6. _____ Vasectomy
7. _____ Rubber condom
8. _____ Rhythm method
9. _____ Total abstinence
10. _____ Douche
11. _____ Premature withdrawal
12. _____ Cervical clamp
13. _____ Penal clamp

Scoring: Preventing Unwanted Pregnancies Test

Did the enrollee choose only a *medically approved* method or combination of *medically approved* methods of preventing conception?

_____ Yes _____ No

Check "No" if enrollee chose any one or more of the following "methods": no. 10, 11, 12, 13.

Sound Health Practices Test

Part I

Below are listed some typical personal habits and/or practices that may or may *not* promote good health. Place a check mark next to each habit which does *not* promote good health. (i.e., if it is "bad for your health", check it.)

Mother

____ Sneezes and coughs on the food she is preparing.

____ Never examines herself for breast cancer.

____ Gets at least six hours of sleep every night.

____ Always brushes teeth twice a day.

____ Washes hair at least once a week.

Father

____ Does not wash hands before eating.

____ Never has eyes examined.

____ Never has physical checkup.

____ Eats well-balanced meals.

____ Drinks plenty of water.

____ Follows medically approved precautions for preventing colds and flu.

Brother

____ Never cleans under fingernails.

____ Bites fingernails.

____ Never drinks milk.

____ Never eats green vegetables

____ Gets plenty of rest and exercise.

____ Always wears glasses, as Rx.

____ Smokes cigars.

Sister

____ Squeezes all pimples.

____ Cleans ears with hair pin.

____ Drinks nothing but coffee or soda pop.

____ Smokes cigarettes

____ Gets physical checkup regularly.

____ Exercises regularly.

Scoring: Sound Health Practices Test (Part I)

Enrollee checked all personal habits which do *NOT* promote good health.

_____ YES _____ NO

Enrollee checked NO personal habits which *do* promote good health.

_____ YES _____ NO

Part II

Below are listed some common illnesses and their typical observable symptoms. Under each illness, place a check mark beside those symptoms which are typical and characteristic of *that* specific illness.

Measles

____ High fever
____ Chills
____ Rapid pulse
____ Runny nose
____ Earache
____ Yellow eyeballs
____ Frequent urination
____ Loose stool
____ Stomach cramps
____ Skin rash
____ Painful urination
____ Loss of appetite
____ Bad breath
____ Dry flakey skin
____ Enlarged pupils
____ Sore throat

Flu

____ Dry cough
____ Loose cough
____ Sore throat
____ High fever
____ Chills
____ Body aches
____ Loss of appetite
____ Runny nose
____ Earache
____ Frequent urination
____ Skin rash
____ Bad breath
____ Pinpoint pupils
____ Stomach cramps
____ Diarrhea
____ Painful breathing

Gonorrhea

____ Pus discharge
____ Painful urination
____ Aching joints
____ Loss of bladder control
____ Open sores around genitals
____ Sores around mouth
____ Loss of sexual interest
____ Headaches
____ Rash on body
____ Shallow breathing
____ Loss of teeth and bleeding gums

Syphilis

____ Sores around genitals
____ Sores around mouth
____ Rash on body, arms, legs
____ Aching joints
____ High fever
____ Low temperature
____ Loss of sexual desire
____ Loss of patches of hair
____ Damaged eyesight
____ Headaches
____ Loss of teeth and bleeding gums

Tonsillitis

____ Sore throat
____ High fever
____ Body rash
____ Headache
____ Stomach ache
____ Fainting
____ Swollen throat
____ Difficulty swallowing

Chicken Pox

____ High fever
____ Itchy skin rash
____ Runny nose
____ Earache
____ Diarrhea
____ Stomach cramps
____ Leg cramps
____ Dry flakey skin

Whooping Cough

____ Body rash
____ Loose cough
____ High fever
____ Painful breathing
____ Sore muscles
____ Body aches
____ Runny nose
____ Sore throat

Food Poisoning

____ High fever
____ Stomach ache
____ Diarrhea
____ Rigid muscles
____ Vomiting
____ Dizziness
____ Weakness
____ Cramps

Lead Poisoning

____ Fainting
____ Dizziness
____ Weakness
____ Loss of appetite
____ Listlessness
____ Leg muscle cramps

Scoring: Sound Health Practices Test (Part II)

*Enrollee checked *all* correct symptoms. _____ YES _____ NO
*Enrollee did *not* check any incorrect symptoms. _____ YES _____ NO
*Symptoms should be keyed as correct or incorrect by medical authority.

Part III

In the space below outline your own plan to develop sound health practices for yourself and your family.

Scoring: Sound Health Practices Test (Part III)

Enrollee's plan included:

a. Some satisfactory ways of developing sound health practices.

_____ YES _____ NO

b. Steps for bringing existing and potential observable health problems to the attention of medical professionals.

_____ YES _____ NO

NOTE: Some "satisfactory ways of developing sound health practices" might include:

1. Making a daily personal hygiene calendar checklist and teaching children to check such items as "brushed teeth after breakfast" (lunch/dinner), "washed hands before breakfast" (lunch/dinner), "got eight hours sleep".
2. Making appointments with both doctor and dentist for regular checkups.
3. Teaching and showing children how to properly and thoroughly brush teeth, wash hands, bathe, etc.
4. Teaching and showing children how and why to eat a variety of foods each day.
5. Teaching children how to properly use an oral thermometer—including supervision by an adult at all times.
6. Involving children in keeping account (on a "Family Health Calendar") of their own immunization and checkup appointments.

"Steps for bringing . . . . . health problems to . . . . . .medical professional" would be similar to the above.

Home Safety Hazards Test

Part I

Study the pictures below and then identify (by circling with your pencil) as many safety hazards as you can find in each picture. Then, on the line under each picture, identify the type of accident or injury the *majority* of the safety hazards in that picture might cause.

Picture of kitchen with overloaded outlets, gas stove, boiling pots, matches, rags, small children, frayed electrical cords, etc.

1. _____

Picture of hall stairway and bathroom with cluttered, wet floors and stairs, broken hand rails, no lights, etc.

2. _____

Picture of bathroom with medicines, insect sprays, and plaster peeling, dead rat, roaches, etc., with toddler on floor.

3. _____

Picture of backyard or alley with broken bottles, boards with nails, scraps of rusty jagged metal, etc.

4. _____

Picture of a rundown rural backyard with open outhouse, overflowing garbage, animals, etc.

5 _____

Scoring: Home Safety Hazards Test (Part I)

1. Enrollee correctly identified all potential hazards in each picture.

_____ YES _____ NO

Check "YES" if all hazardous conditions depicted in the pictures were circled.

2. Enrollee correctly identified the type of accident or injury emphasized by each picture.

_____ YES _____ NO

Check "YES" if picture #1 was labeled "Fire" and/or "Burns", #2 was labeled "Falls", and #3 was labeled "Poison", #4, "Cuts", and #5 "Infections" or "Disease".

Part II

After completing, choose three (or two) of the five pictures and write (or tell) brief statements of what actions may be taken to prevent *and* to eliminate the safety hazards shown in those pictures.

Scoring: Home Safety Hazards Test (Part II)

Enrollee gave at least one way to *eliminate* each existing hazardous condition represented in the pictures he chose.

_____ YES _____ NO

Enrollee gave at least one way to *prevent* the occurrence of each hazardous condition represented in the pictures he chose.

_____ YES _____ NO

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MODULE D: CHILD CARE

Behavioral Objectives	Skill & Knowledge Requirements	Instructional Units
9. Given part- or full-time training or employment, sufficient resources to pay for child care, and a means of transportation, enrollee will arrange to have children supervised. Enrollee should: (a) identify all sources of child care that are potentially available; (b) consider each potential source in terms of the availability, reliability, and quality of services children will receive; (c) consider each potential source in terms of the costs involved in obtaining child care services; (d) set up emergency plans for child care service; (e) establish a mutual agreement on the completion of forms (Welfare, IRS, etc.); (f) establish a mutual agreement on the amount and schedule of payments for child care service.	Enrollee must: 9.1 Know what types of services may be offered by different child care arrangements. 9.2 Know the prevailing costs of various child care services. 9.3 Know what types of emergency arrangements to make with the child care vendor. 9.4 Know what types of forms must be completed in arranging for child care. 9.5 Know what types of information must be supplied on application and IRS forms involving child care. 9.6 Know how to use any available directories of child care vendors to find those who are suitably located.	D.1 Trainee receives performance aids including a checklist for the evaluation of a child care program which will be analyzed and discussed.
10. Given an established child care arrangement, enrollee will evaluate the quality of care and supervision children receive. Enrollee should be able to identify critical inadequacies in the following areas of responsibility: (a) amount and extent of supervision given; (b) opportunities provided for mental and physical activities including facilities, equipment, and materials; (d) provisions	Enrollee must: 10.1 Know the provisions to meet the child's physical and security *needs* which a child care vendor must provide. 10.2 Know what opportunities for physical and mental activity a child care vendor must provide. 10.3 Know the type of discipline and emotional security that a child care vendor must provide. 10.4 Know the criteria for judging the adequacy of child care services received. 10.5 Know the ways in which the	

Behavioral Objectives	Skill & Knowledge Requirements	Instructional Units
(Continued)		
for safety, health, meals, sleep, plans for emergencies, positive guidance and discipline, love and approval, acceptance, individualization, positive feeling, planned activities and play, development of language and communication skills.	vendor's failure to meet minimum child care standards may affect the child(ren).	

Instructional Unit: Child Care D.1

Goal: Trainee will be able to use a checklist to judge the adequacy of child care services.

Method: Performance Aid, Practical Exercise, and Discussion.

Materials: Performance aid listing names, addresses, and related factual information on available child care vendors in the locality.

Performance aid (checklist) for evaluating child care vendors that includes provisions for: supervision, physical facilities, safety, health, meals, sleep, plans for emergencies, positive guidance and discipline, love and approval, acceptance, individualization, positive feeling, planned activities and play, and development of language and communication skills.

Procedure:

1. Instructor distributes performance aids and explains reason for their use.
2. Group analyzes the evaluation checklist, item by item, and formulates criteria for each.
3. Trainee applies checklist criteria in evaluating her (his) current child care arrangements.
4. Administer "Arranging for Child Care Test."

Notes: A checklist is also provided by the Child Welfare League of America in its *Standards for Day Care Service.*

Instructional Outline: Child Care D.1

Instructional Steps	Enabling Requirements										
	9.1 Know what types of services may be offered by different child care arrangements.	9.2 Know the prevailing costs of various child care services.	9.3 Know what types of emergency arrangements to make with the child care vendor.	9.4 Know what types of forms must be completed in arranging for child care.	9.5 Know what types of information must be supplied on application and IRS forms involving child care.	9.6 Know how to use any available directories of child care vendors to find those who are suitably located.	10.1 Know the provisions to meet the child's physical and security *needs* which a child care vendor must provide.	10.2 Know what opportunities for physical and mental activity a child care vendor must provide.	10.3 Know the type of discipline and emotional security that a child care vendor must provide.	10.4 Know the criteria for judging the adequacy of child care services received.	10.5 Know the ways in which the vendor's failure to meet minimum child care standards may affect the child(ren).
1. Prepare handout of factual information.	x	x	x	x	x	x	x	x	x		
2. Design checksheet to evaluate child-care arrangements.										x	
3. Provide handout materials and checksheet.	x	x	x	x	x	x	x		x		
4. Analyze checksheet item by item.										x	x
5. Discuss, use checksheet.										x	x

TESTS

Arranging for Child Care Test

Part I

Below are listed a number of factors which should or should NOT be considered in the initial screening of child care centers.

Place a check beside each factor which you would consider.

____ 1. The distance from my home (or work).

____ 2. The number of children they can accept now.

____ 3. The distance from the Center's front door to its bathroom.

____ 4. The age of the Center.

____ 5. Whether any of my friends or neighbors have children there now.

____ 6. The age range of children they will accept.

____ 7. The cost for one child.

____ 8. The total cost for all my children who need day care.

____ 9. The distance of the Center to the nearest doctor.

____ 10. Whether a mutual agreement can be reached about the completion of forms for welfare, IRS, etc.

____ 11. Whether a mutual agreement can be reached about the amount and schedule of payments for the child care service.

____ 12. How neat and orderly the inside of the center is.

____ 13. The experience and qualifications of the staff.

____ 14. The amount of play equipment and space available in the center.

Scoring: Arranging for Child Care Test (Part I)

Did the enrollee check items no. 1, 2, 5, 6, 7, 8, 9, 10, 13.

____ Yes ____ No

Arranging for Child Care Test

Part II

Below is a description of two day care facilities. On the left is a list of factors which you might consider when evaluating the facilities' services. Examine the information and answer the questions below.

	Facility A	Facility B
1. Amount and extent of supervision	5 children/staff member	6 children/staff member
2. Opportunities for mental activities	Many	Some
3. Opportunities for physical activities	Few	Many
4. Provisions for		
(a) Safety	Yes	Yes
(b) Health	Yes	No
(c) Meals	Lunch & snack	Lunch
(d) Sleep	Children can take a nap if they want to	Children must take a nap
(e) Plans for emergencies	Yes	No
(f) Guidance & discipline	Some	Little
(g) Love & approval	Adequate	Inadequate
(h) Acceptance	Consistent	Sometimes
(i) Individualization	All children called by name	Some children called by name
(j) Positive feeling	Yes	Yes
(k) Planned activity	Sometimes	Always
(l) Development of language skills	Planned effort	Planned effort

1. Which child care facility would you choose for your child? (Check one)

   ____ A ____ B

2. For the facility you did *not* select, list the things or conditions you believe to be less than acceptable for your child(ren).

Scoring: Arranging for Child Care (Part II)

Did the enrollee select Facility A?

____ Yes ____ No

Did the enrollee list things or conditions which correspond to items 1, 2, 4(b), (c), (e), (f), (g), (h), (i), (k).

Arranging for Child Care

Part III

In the space below, outline your own plans for emergency child care:

Scoring: Arranging for Child Care (Part III)

Enrollee's emergency child care plan included provisions for:

1. Contacting the enrollee at any time.
2. Contacting other members of the family, friends and/or a substitute baby sitter.
3. Transportation of the child(ren) to the emergency substitute.
4. Needed medical care.
5. Food, clothing, and shelter until other arrangements can be made.

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Washington, D.C. 20036

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New York, New York 10019

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Chicago, Illinois 60606

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MODULE E: FAMILY RELATIONS

Behavioral Objectives	Skill & Knowledge Requirements	Instructional Units
11. Given a description of interactions between family members involving issues of discipline and the scheduling of work and social activities of individual members, enrollee will demonstrate an awareness of the needs and rights of family members. Enrollee will demonstrate awareness by the following actions: (a) identifies the needs of family members for which provisions are made, (b) identifies the needs of family members for which provisions are not made, and (d) identifies the rights of family members that are not being recognized by other members of the family.	Enrollee must: 11.1 Know the *types of needs* of each member of the family. 11.2 Know the types of problems that may develop when the *emotional* needs of family members are not fulfilled. 11.3 Know the types of problems which may develop when the *intellectual* needs of family members are not fulfilled. 11.4 Know the types of problems which may develop when the *social* needs of family members are not fulfilled. 11.5 Know the types of problems which may develop when the *physical* needs of family members are not fulfilled. 11.6 Know what types of legal rights and protections are granted to children and spouse. 11.7 Know the types of *functions and responsibilities* of parents in the family. 11.8 Know what types of *strong feelings* are normal and need to be expressed. 11.9 Know what types of positive and negative responses may be elicited by expressions of strong feelings. 11.10 Know what types of positive and negative responses may be created by changes in family routine. 11.11 Know the advantages and disadvantages of using various types of parental guidance and discipline.	E.1 Trainee receives a presentation by a clinical/child psychologist, discusses topic of children's needs, and develops practical steps for joint family activities.
12. Given a set number of family members whose age and work or school commitments are defined, enrollee will plan a schedule of joint family activities. Enrollee	Enrollee must: 12.1 Know types of advantages gained by joint family activities. 12.2 Know types of experiences needed by children of various ages.	

Behavioral Objectives	Skill & Knowledge Requirements	Instructional Units
should identify financially practicable activities that provide: (a) parental time during the week to be spent individually with each family member, and (b) time during the week that all members of the family can spend together.	12.3 Know types of non-work activities which family members may benefit from doing together. 12.4 Know types of errors to avoid in organizing and completing the family activities schedule. 12.5 Know the advantages of planning with the other members of the family. 12.6 Know types of variety and flexibility to include in the family schedule. 12.7 Know how to get the schedule accepted and put to use by the whole family.	
13. Given a listing of common household chores and a set number of family members whose age and work or school commitments are defined, enrollee will plan a schedule of household chores. Enrollee should allocate chores to individual family members so that: (a) individual members are not assigned responsibilities beyond that which their age warrants, (b) individual members are not assigned chore duties that conflict with work or school commitments, and (c) chore assignments are rotated when family size and age make such rotation feasible.	Enrollee must: 13.1 Know the types of chores that must be done to maintain smooth operation of the household. 13.2 Know the types of chores that are usually expected of children of various ages. 13.3 Know what types of chores may be dangerous for children of various ages. 13.4 Know what types of chores are done best by two or more persons together. 13.5 Know the *advantages* of using a family-chore work schedule. 13.6 Know types of mistakes to avoid in organizing and completing the schedule. 13.7 Know types of mistakes to avoid while putting the work schedule to use. 13.8 Know types of variety and flexibility to include in the schedule. 13.9 Know how to get the schedule accepted and put to use by the whole family.	E.2 Trainee prepares and discusses a schedule of family chores.

Instructional Unit: Child Needs E.1

Goal: Trainee will be aware of a child's emotional, intellectual, social, and physical needs.

Method: Lecture and Discussion.

Materials: None.

Procedure:

1. Instructor introduces the clinical/child psychologist explaining that he (she) will talk and answer questions about the needs of children.
2. Psychologist describes the needs of a child (probably including love, acceptance, security, protection, independence, guidance, and control) and illustrates how these needs may be met in the family setting.
3. Instructor and psychologist encourage questions and discussion.
4. Psychologist leads group in developing a list of family guidelines and activities that will promote need satisfaction of the child and parent.
5. Administer "Family Relations Test" and "Family Activities Test."

Notes: This unit can be greatly expanded by using the lesson plans on parent education, family life, and child development from the Bureau of Continuing Education Services, New York State Education Department, Albany, N.Y. 12200. ERIC document ED 045 901.

Instructional Outline: Child Needs E.1

Enabling Requirements Instructional Steps	11.1 Know the *types of needs* of each member of the family.	11.2 Know the types of problems that may develop when the *emotional* needs of family members are not fulfilled.	11.3 Know the types of problems which may develop when the *intellectual* needs of family members are not fulfilled.	11.4 Know the types of problems which may develop when the *social* needs of family members are not fulfilled.	11.5 Know the types of problems which may develop when the *physical* needs of family members are not fulfilled.	11.6 Know what types of legal rights and protections are granted to children and spouse.	11.7 Know the types of *functions and responsibilities* of parents in the family.	11.8 Know what types of *strong feelings* are normal and need to be expressed.	11.9 Know what types of positive and negative responses may be elicited by expressions of strong feelings.	11.10 Know what types of positive and negative responses may be created by changes in family routine.	11.11 Know the advantages and disadvantages of using various types of parental guidance and discipline.	12.1 Know types of advantages gained by joint family activities.	12.2 Know types of experiences needed by children of various ages.	12.3 Know types of non-work activities which family members may benefit from doing together.	12.4 Know types of errors to avoid in organizing and completing the family activities schedule.	12.5 Know the advantages of planning with the other members of the family.	12.6 Know types of variety and flexibility to include in the family schedule.	12.7 Know how to get the schedule accepted and put to use by the whole family.
1: Select clinical/child psychologist for presentation.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Determine factual information necessary.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Introduce psychologist.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
4. Psychologist makes presentation.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5. Questions and discussion.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6. Develop list of family guidelines and activities.												x	x	x	x	x	x	x

Instructional Unit: Family Chores E.2

Goal: Trainee will plan a schedule of household chores.

Method: Practical Exercise and Discussion.

Materials: Worksheets for preparing a schedule of household chores.

Procedure:

1. Instructor introduces unit by pointing out that, as the group will be starting on jobs soon and will be at home less, a reapportionment of household tasks may be in order.
2. Group provides information on the present distribution of their household chores among family members, and instructor leads discussion and critique of these chore allocations.
3. Trainee generates a revised schedule of family chores using the worksheet.
4. Trainee presents her (his) schedule to group for evaluation in terms of how fairly, flexibly, and acceptably the chores were allocated; instructor deals privately with potential mistakes overlooked by group.
5. Administer "Allocating Household Chores Test." (Because of the similarity of this test to the practical exercise, the test may be considered optional.)

Notes: A checklist of tasks and how to do them is provided in the booklet, *Your Housekeeping Guide,* Cook County Department of Public Aid, Chicago, Ill. 60600.

Instructional Outline: Family Chores E.2

Instructional Steps \ Enabling Requirements	13.1 Know what types of chores must be done to maintain smooth operation of the household.	13.2 Know the types of chores that are usually expected of children of various ages.	13.3 Know what types of chores may be dangerous for children of various ages.	13.4 Know what types of chores are done best by two or more persons together.	13.5 Know the *advantages* of using a family-chore work schedule.	13.6 Know types of mistakes to avoid in organizing and completing the schedule.	13.7 Know types of mistakes to avoid while putting the work schedule to use.	13.8 Know types of variety and flexibility to include in the schedule.	13.9 Know how to get the schedule accepted and put to use by the whole family.
1. Explain goal of the session. Introduce session.	x	x	x	x	x	x	x	x	x
2. Determine present household task scheduling.	x	x	x	x	x	x	x	x	x
3. Discuss scheduling mistakes and need for revisions.	x	x	x	x	x	x	x	x	x
4. Develop revised schedules.	x	x	x	x	x		x	x	x
5. Provide feedback concerning schedules.	x	x	x	x	x	x	x	x	x

TESTS

Family Relations Test

Mrs. Smith has two children; John, 13 years old, and Bill, 16 years old.

John goes to school from 8 o'clock in the morning to 3 o'clock in the afternoon. From 4 o'clock in the afternoon to 10 o'clock at night, he works in the public library. On the weekends, John also works in the nearby supermarket. John's mother is very proud of him, of course, and is always bragging about him to her friends and neighbors. John's brother, Bill, also goes to school, but doesn't work after school or on weekends and thinks his brother John is too good. Bill is always asking John to do his school work so he (Bill) can hang around with his friends. At least once a week Bill borrows money from John so he (Bill) can go out with his friends.

A. Below is a list of John's needs and rights. Place a "0" next to each need or right which *is not* being satisfied. Place a "✓ " next to each need or right which *is* being satisfied.

1. _____ Need for education and good study habits
2. _____ Need for recreation
3. _____ Need for being with friends
4. _____ Need to work and learn good work habits
5. _____ Need to be respected by his brother
6. _____ Right to earn a wage and use some of it the way he wants to
7. _____ Need for his mother's kindness, love, and understanding

Remember, we said – Bill goes to school but doesn't work to help the family and runs around a lot with his friends. His mother is ashamed of the way Bill behaves and is always criticizing him by telling him how lazy he is and how he should be more like his brother John. Bill says he can't find a job that he's suited for.

B. Below is a list of Bill's needs and rights. Place a "0" next to each need or right which *is not* being satisfied. Place a "✓ " next to each need or right which *is* being satisfied.

1. _____ Need for education and good study habits
2. _____ Need for recreation
3. _____ Need for being with friends
4. _____ Need to work and learn good work habits
5. _____ Right to earn a wage and use some of it the way he wants to
6. _____ Need for his mother's kindness, love, and understanding
7. _____ Need for his mother's constructive discipline and guidance

Scoring: Family Relations Test

Part A

Rationale for answers:

1. ✓ (John regularly attends school *and* does homework.)
2. O (The time John spends leaves too little time for recreation.)
3. O (Same as 2.)
4. ✓ (John's regular daily routine shows this.)
5. O (Bill uses John to get what he can from John, but Bill does not respect him.)
6. ✓ (John earns and is paid two wages. It is assumed that he uses *some* the way he chooses to.)
7. ✓ (The behavior of John's mother, in proudly telling others about him, indicates a positive answer.)

Part B

1. O (Although Bill attends school, he does not do his homework.)
2. ✓ (Bill spends much of his after school hours playing with his friends.)
3. ✓ (Same as 2.)
4. O (Bill does not work at home, school, or on a job.)
5. O (Although Bill is not being forced to remain unemployed, he is assigned no work at home and receives no encouragement from family to get a job.)
6. O (Bill's mother both criticizes Bill and fails to provide positive, constructive discipline and encouragement for him.)
7. O (Same as 6.)

Family Activities Test

Directions to Enrollee:

Using the form below, please prepare a schedule of joint family activities.

Activity	Family Members Involved

Scoring: Family Activities Test

Did enrollee provide opportunities to spend time individually with each family member?

_____ YES _____ NO

Did enrollee provide opportunities for all members of the family to get together.

_____ YES _____ NO

Allocating Household Chores Test

Materials: A list of household chores developed in class

Directions to Enrollee:

Using the chart below, prepare a schedule of household chores (This can be done on the enrollee's time, e.g., at home this evening, use the chart . . . . . .)

Name of Family Member	Age	School Hours	Work Hours	Chores

Scoring: Allocating Household Chores Test

Did the enrollee assign, to a family member, chores that were inappropriate for his/her age?

_____ YES _____ NO

Did the enrollee assign, to a family member, chores that conflicted with work or school commitments?

_____ YES _____ NO

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Heloise's Work and Money Savers No. 75333

The I Hate to Housekeep Book, Peg Bracken, Fawcett Publications, Inc., Greenwich, Conn. 06830, (paperback D830).

"Father In The Family," Nathan C. Brooks, Jr., *Home Life*, June 1967, Sunday School Board of the Southern Baptist Convention, Nashville, Tenn. 37202.

SOURCES OF INFORMATION

AL-ANON Family Group Headquarters
125 East 23 Street
New York, New York 10010

American Association for Health,
Physical Education, and Recreation
1201 16 Street
Washington, D.C. 20036

American Medical Association
535 N. Dearborn Street
Chicago, Illinois 60610

American National Red Cross
1955 Monroe Drive, N.E.
Atlanta, Georgia 30324

American Psychiatric Association
1700 18 Street, N.W.
Washington, D.C. 20009

American Public Welfare Association
1313 East 60 Street
Chicago, Illinois 60637

Family Service Association of America
44 East 23 Street
New York, New York 10010

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

John Hancock Insurance Company
200 Berkeley Avenue
Boston, Massachusetts 02117

Mental Health Materials Center
104 East 25 Street
New York, New York 10016

Metropolitan Life Insurance Company
One Madison Avenue
New York, New York 10010

National Association for Mental Health
10 Columbus Circle
New York, New York 10019

National Council on the Aging
Suite 504
1828 L Street, N.W.
Washington, D.C. 20036

Planned Parenthood--World Population
515 Madison Avenue
New York, New York 10022

Population Council
245 Park Avenue
New York, New York 10017

Prudential Insurance Company of America
Prudential Plaza
Newark, New Jersey 07101

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

U.S. Department of Health, Education
and Welfare
Welfare Administration
Bureau of Family Services
330 Independence Avenue, S.W.
Washington, D.C. 20201

U.S. Department of Health, Education,
and Welfare
Administration on Aging
330 Independence Avenue, S.W.
Washington, D.C. 20201

U.S. Department of Health, Education
and Welfare
National Clearinghouse for Mental
Health Information
National Institute of Mental Health
5454 Wisconsin Avenue
Bethesda, Maryland 20015

U.S. Department of Labor
Women's Bureau
14 Street and Constitution Avenue, N.W.
Washington, D.C. 20210

MODULE F: MONEY MANAGEMENT

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
14. Given a specific amount of income for a fixed period of time, enrollee will plan a budget of household and personal expenses for self and family members. The budget plan should include all of the following: (a) convenient method for classifying fixed, variable, and future expenses; (b) a realistic allocation of expenses among budget categories; (c) a spending plan adjustable to changing circumstances.	Enrollee must: 14.1 Know one personal benefit of a planned budget. 14.2 Know the types of fixed and variable expenses used in setting up a budget. 14.3 Know what types of major expenses a budget must include. 14.4 Know the average amounts of money that should reasonably be allocated for each kind of expense in a typical family budget.	F.1 Trainee produces a money management aid for use in planning a family budget and in recording household and personal expenses.
15. With assistance from family members, enrollee will maintain a record of household and personal expenses. Record of expenses should include the date, amount, and type of purchases made over a specified time period. Expenses recorded should account for 95% of income available for that period.	Enrollee must: 15.1 Know the importance of recording expenses. 15.2 Know some consequence of not keeping a record of expenses. 15.3 Know one method to use in recording expenses.	
16. Given a budgeted surplus of money to be set aside for future use, enrollee will set up a savings account. The account should: (a) be established with a reputable financial institution; (b) be established in an institution that is accessible to the enrollee and offers convenient banking hours; (c) be established in an institution that does not have unreasonable restrictions on rate and size of deposits required.	Enrollee must: 16.1 Know one benefit of systematic savings. 16.2 Know the types of institutions where a savings account may be established. 16.3 Know the first steps in opening a savings account. 16.4 Know the ways in which interest on a savings account may be paid.	F.2 Trainee observes a film demonstrating how to open a savings account; and is given a handout illustrating growth of a modest savings account.

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
(Continued)		
17. Given a legitimate need to borrow funds, the ability to repay and an acceptable credit rating, enrollee will select a source of credit from which to borrow. Selected source of credit should offer total loan charges, and a repayment schedule comparable with or lower than that offered by available alternative sources of credit.	Enrollee must: 17.1 Know the sources of credit available to him. 17.2 Know the types of loans available to him. 17.3 Know the criteria that are used to determine his eligibility for a loan. 17.4 Know one way to compare the relative costs of a loan. 17.5 Know what types of hidden charges may be attached to a loan. 17.6 Know importance of collateral.	F.3 Trainee observes a film illustrating ethical and unethical loan practices, and is asked to volunteer related experiences. F.4 Trainee observes an acted demonstration and discussion showing how to select a credit source, and receives handouts showing rates and payments for typical purchases.
18. Given a limited income, a below-average record of loan repayment, and the assistance of any reputable credit advisor, enrollee will arrange to establish an acceptable credit rating. Arrangements should include the following: (a) a repayment plan for existing debt that is workable for his/her current income level; (b) the identification of debt limitation and repayment ability that are within the constraints of future earnings; (c) an outline of a program leading to the eventual acquisition of an acceptable credit rating.	Enrollee must: 18.1 Know the consequences of not having a good credit rating. 18.2 Know what standards are used to determine an individual's credit rating. 18.3 Know what to do to maintain or improve an individual's credit rating. 18.4 Know how to select a reputable credit advisor.	F.5 Trainee observes a demonstration, participates in practical exercise on renegotiating credit, and receives handout listing free credit advisors.

Instructional Unit: Budgeting F.1

Goal: Trainee will produce a money management aid which will enable him/her to plan a family budget and to record household and personal expenses.

Method: Performance Aid and Practical Exercise.

Materials: Locally designed money management aid along with typical expenses by family size and local area.

Procedure:

1. Hand out copies of the money management aid, state what the trainee will be doing and several reasons why he/she is doing it.
2. Instructor will explain and give examples of the three types of estimated expenses (fixed, variable, and future) using typical figures.
3. Instructor will review the major budget categories.
4. Trainee will prepare a sample budget with instructor's assistance as needed.
5. Trainee will prepare a sample list of expenses for a hypothetical day, with instructor's assistance as needed.
6. Instructor will administer "Budget Plan Test" and "Record of Expenses Test."

Notes: Typical materials for use in designing a money management aid follows the Instructional Outline.

The income derived during the WIN Orientation period will provide the resource to be budgeted and accounted for.

Instructional Outline: Budgeting F.1

Instructional Steps / Enabling Requirements	14.1 Know one personal benefit of a planned budget.	14.2 Know the types of fixed and variable expenses used in setting up a budget.	14.3 Know what types of major expenses a budget must include.	14.4 Know the average amounts of money that should reasonably be allocated for each kind of expense in a typical family budget.	15.1 Know the importance of recording expenses.	15.2 Know some consequence of not keeping a record of expenses.	15.3 Know one method to use in recording expenses.
1. Design money management aid.	x	x	x	x	x	x	x
2. Analyze standard kinds of budgeting (Discuss typical figures).	x	x	x	x	x	x	x
3. Analyze recordable groupings.	x	x	x	x	x	x	x
4. Trainee prepares sample budget.	x	x	x	x		x	
5. Trainee records daily expenses.		x			x	x	x
6. Instructor assists as appropriate.	x	x	x	x	x	x	x

Supporting Material: Budgeting F.1

Sample Budget Format

		Estimate	Jan	Feb	Mar	Nov	Dec	Total
HOUSING	Rent/House Payment							
	Electricity							
	Water							
	Sewer							
	Heating							
	Telephone							
	Taxes							
	Insurance							
	Maintenance							
	Miscellaneous							
FOOD	Food							
	Milk							
	Miscellaneous							
AUTOMOBILE	Gas							
	Oil							
	Tires							
	Battery							
	Licenses & Taxes							
	Insurance							
	Repairs							
	Payments							
	Miscellaneous							
PERSONAL	Barber Shops							
	Beauty Shops							
	Toiletries							
	Cigarettes & Tobacco							
	Miscellaneous							
INSURANCE	Household goods							
	Life							
	Medical (Health)							
	Miscellaneous							
ENTERTAIN-MENT	Movies							
	Dinner out							
	Parties							
	Clubs							
	Sports							
	Beverages							
	Vacations							
	Baby Sitters							
	Miscellaneous							

(Continued)

Sample Budget Format *(Continued)*

		Estimate	Jan	Feb	Mar	Nov	Dec	Total
EDUCATION	Tuition							
	Books							
	Food							
	Lodging							
	Auto							
	Miscellaneous							
MEDICAL	Doctor Bill							
	Dentist Bill							
	Glasses							
	Hospital							
	Drugs							
	Miscellaneous							
CLOTHING	Family Dress							
	Work Clothing							
	Dry Cleaning							
	Laundry							
	Miscellaneous							
GIFTS	Birthdays							
	Christmas							
	Churches							
	Others							
	Miscellaneous							
	Total Bills							
	Income							
	Deductions: Income Taxes							
	FICA							
	State Inc. Taxes							
	Savings & Investments							
	Retirement Fund							

Guide to Budgets

To use your income to your best advantage and to guard yourself against financial set-backs or emergencies, you need to practice the art of budgeting.

A budget is simply a plan for spending money. You apportion so much for food, entertainment, etc. For many of us, budgeting is the only way we ever achieve anything above mere subsistence living, like a vacation trip, education for children, a nice home, or retirement without fear.

The other side of the coin is that without the expenditure control provided by a budget, it is difficult to accommodate replacement of heavy household items and other big expenditures.

Many people resent the idea of budgeting. It sounds like a harsh restriction that forbids a new bonnet for spring. Actually, a budget can be a device for making sure you can buy a new hat when you want it.

The fact is, many people pay other people large fees to budget for them. When you buy on installments, you really pay someone else to put up the cash and work out how much you will set aside each month for your furniture or auto. One of the most important benefits of a sophisticated spending plan is that it enables you to buy for cash, and guards you from the erosion "time buying" and borrowing can make on your standard of living.

The real reason many people shy away from budgeting is that they must follow a standard or ideal budget. No one can follow exactly a "recommended budget." Each family's spending has to be tailored to its own abilities. But standard budgets do provide a yardstick; you can see where your spending departs from the typical. Suppose you are spending more for food than is recommended, you can either decide that it is satisfactory, since you like good food and don't have much time to spend in preparing it; or you can locate the leaks in your food bills and retrieve that money for something you would rather have. When you budget, you at least know where your money goes, how much you can get along on if you have to, and how you are going to meet large, out-of-the-ordinary expenditures.

Here's a simple procedure for developing an individually tailored budget:

(1) Determine your income, after taxes, social security and other payroll deductions. Many people have money trouble because they think they are earning $140 a week, but actually have only $100 to spend.

(2) Keep a record of all your spending for a month.

(3) Compare your average weekly expenditures with the budget figures shown here. Having observed where you depart, decide whether that is what you want, or whether you can buy more for your money in that particular department.

(4) Set up a tentative budget for an average month of the year, apportioning your determined income on the basis of your own spending experience and the suggested patterns in this budget format. The yearly basis is the most realistic way to budget. You not only avoid the rigidity of spending only so much each week on some items, but you get a truer picture of your expenses, including the less frequent ones. In your budget, set aside funds for paying off present debts as quickly as possible; interest charges mount up faster than most people realize. Also, remember to reserve so much every month or week for replacements and repairs, such as car, furniture, etc.

It is easier to get co-operation on a budget if the whole family participates in the spending decisions, even letting each member of the family manage his own allowance for the things he is supposed to pay for or buy.

Many families find it convenient to use a set of envelopes or a budget box to hold current funds for various budget items. However, don't hesitate to exploit your bank or credit union for budgeting purposes by opening accounts for specific goals and purposes. Some families have as many as five or six separate accounts. They find it helps budgeting both psychologically and realistically to have accounts earmarked "vacations," "insurance," "medical care," "furniture replacements," etc.

Guide to Budgets *(Continued)*

It is important to keep a continuing record of the family's expenditures. You will see the pattern of your spending unfold month after month, and you'll find yourself planning to cut down here and enlarge your field of living there without any feeling of disciplining yourself. Here are up-to-date typical budgets, but remember they will change from time to time and are not for imitating. You need to draw up your own. Use this one only as a guide to how to do it.

Sample Budgets for Family of Four

	$300 a month *		$400 a month *	
Food	$100	33%	$116	29%
Housing (including mortgage payment, taxes, insurance, maintenance, heating)	$ 85	28%	$104	26%
Household maintenance (including cleaning and utilities)	$ 15	5%	$ 20	5%
Clothing and upkeep	$ 20	6.5%	$ 32	8%
Medical care	$ 17	5.5%	$ 24	6%
Transportation and car	$ 25	8%	$ 36	9%
Personal care	$ 5	2%	$ 8	2%
Contributions-gifts	$ 3	1%	$ 8	2%
Advancement - reading and recreation	$ 5	2	$ 14	3.5%
Miscellaneous	$ 5	2%	$ 10	2.5%
Savings and life insurance	$ 5	2%	$ 10	2.5%
Household equipment	$ 15	5%	$ 18	4.5%
	$300	100%	$400	100%

*After taxes

Instructional Unit: Saving F.2

Goal: Trainee will know how to select a savings institution and will be able to begin opening a savings account.

Method: Film and Discussion.

Materials: Film presenting the types of savings institutions, a model of behavior in opening a savings account, and two typical ways of computing interest.

Handout showing the total sum available over a 6-month to 10-year period resulting from a modest savings plan with local interest rates.

Procedure:

1. Instructor will state the goal of the lesson and introduce film.
2. Show film.
3. Distribute handout and answer any questions.
4. Instructor will conduct a short discussion of convenience factors (business hours and location) to be considered in selecting a savings institution.
5. Administer "Savings Account Tests" 1 and 3. (Test 2 should be administered if for any reason Test 1 cannot be.)

Notes: If a film is unavailable, this lesson may be presented through dramatization.

A chart of interest and savings follows the Instructional Outline.

Instructional Outline: Saving F.2

Instructional Steps / Enabling Requirements	16.1 Know one benefit of systematic savings.	16.2 Know the types of institutions where a savings account may be established.	16.3 Know the first steps in opening a savings account.	16.4 Know the ways in which interest on a savings account may be paid.
1. Select film.	x	x	x	x
2. Schedule film.	x	x	x	x
3. Prepare handout.	x	x	x	x
4. Introduce film.	x	x	x	x
5. Show film.	x	x	x	x
6. Provide handout.	x	x	x	x
7. Discuss film.	x	x		x

Supporting Material: Saving F.2

Sample Savings and Interest Charts

This schedule, showing how weekly savings accumulate, is based on a rate of 5 1/4% a year on savings, with earnings added to the account and compounded quarterly.

How Savings Grow	$1 Weekly	$2 Weekly	$3 Weekly	$5 Weekly	$10 Weekly
6 mos.	26.35	52.66	79.04	131.68	263.38
1 yr.	53.40	106.72	160.16	266.84	533.71
2 yrs.	109.66	219.15	328.89	547.96	1096.00
3 yrs.	168.93	337.60	506.66	844.14	1688.40
4 yrs.	231.38	462.40	693.95	1156.17	2312.51
5 yrs.	297.16	593.87	891.26	1484.91	2970.05
10 yrs.	682.87	1364.69	2048.09	3412.26	6825.04
15 yrs.	1183.50	2365.19	3549.59	5913.88	11828.66
20 yrs.	1833.30	3663.79	5498.49	9160.87	18323.15

Retiring at age 65? Here's what you can accumulate by age 65 if you save weekly, based on a rate of 5 1/4% a year on savings, with earnings added to the account and compounded quarterly.

Begin Saving at Age	Amount Saved Weekly				
	$1	$2	$3	$5	$10
20	9430.31	18846.21	28283.72	47122.73	94252.66
30	5192.30	10376.66	15572.93	25945.63	51895.22
40	2676.70	5349.32	8028.07	13375.34	26752.73
50	1183.50	2365.19	3549.59	5913.88	11828.66
60	297.16	593.87	891.26	1484.91	2970.05

(Continued)

Sample Savings and Interest Charts *(Continued)*

Use this chart to plan your college fund. This chart is based on a rate of 5 1/4% a year on savings, with earnings added to the account and compounded quarterly.

Starting at Child's Present Age	Here's how various amounts build up by the time your child is 18				
	$5 monthly	$10 monthly	$20 monthly	$25 monthly	$50 monthly
0	1794.90	3589.80	7180.79	8975.70	17950.20
1	1645.10	3290.19	6581.48	8226.57	16452.06
2	1502.91	3005.81	6012.62	7515.52	15030.05
3	1367.94	2735.88	5472.67	6480.61	13680.31
4	1239.83	2479.67	4960.16	6199.99	12399.16
5	1118.24	2236.48	4473.69	5591.93	11183.13
6	1002.82	2005.65	4011.96	5014.78	10028.89
7	893.27	1786.55	3573.68	4466.96	8933.32
8	789.29	1578.58	3157.68	3946.97	7893.42
9	690.59	1381.18	2762.83	3453.42	6906.38
10	596.91	1193.82	2388.03	2984.95	5969.50
11	507.99	1015.98	2032.29	2540.28	5080.23
12	423.59	847.17	1694.63	2118.22	4236.15
13	343.47	686.95	1374.13	1717.60	3434.97
14	267.43	534.87	1069.91	1337.34	2674.51
15	195.26	390.51	781.16	976.41	1952.70
16	126.75	253.50	507.08	633.83	1267.57
17	61.72	123.44	246.93	308.65	617.26

Instructional Unit: Credit Practices F.3

Goal: Trainee will know why it is necessary to shop for credit.

Method: Film and Discussion.

Materials: Film: "The Owl Who Gave A Hoot"

Procedure:

1. Instructor will introduce the film as showing things that trainees may have experienced.
2. Show film that illustrates ethical and unethical credit transactions with landlords, door-to-door salesmen, and loan offices.
3. Instructor will encourage group to volunteer related experiences.
4. Group will produce guidelines for protecting themselves from consequences of unethical (though possibly legal) credit transactions.
5. Administer "Borrowing Test" *after* Unit F.4.

Notes: Film is available from CUNA International, Inc., Education Department, Box 431, Madison, Wis. 53701.

Illustrations such as those shown in the film can be presented through dramatization if film is unavailable.

Instructional Outline: Credit Practices F.3

Enabling Requirements / Instructional Steps	17.1 Know the sources of credit available to her/him.	17.2 Know the types of loans available to her/him.	17.3 Know the criteria which are used to determine her/his eligibility for a loan.	17.4 Know one way to compare the relative costs of a loan.	17.5 Know what types of hidden charges may be attached to a loan.	17.6 Know importance of collateral.
1. Schedule film.				x	x	x
2. Introduce film.				x	x	x
3. Show film.				x	x	x
4. Discuss film and produce protective strategy.				x	x	x

Instructional Unit: Borrowing F.4

Goal: Trainee will know how to shop for credit.

Method: Acted Demonstrations, Discussion, and Performance Aid.

Materials: Scenarios for Acted Demonstrations.

Tables showing typical interest rates, payments, and total interest for typical lending institutions for four typical purchases.

Procedure:

1. Explain that the coming session will show how to save money when borrowing.
2. Conduct demonstrations (skits) showing:
   (a) the range of places where loans can be acquired;
   (b) how to compare the cost of credit (interest rate, total interest, and where possible, the size of monthly or weekly payments);
   (c) practices designed to circumvent interest ceilings;
   (d) meanings of collateral;
   (e) range of add-on or hidden charges (such as required insurance);
   (f) how different credit institutions determine credit eligibility.
3. Lead a directed discussion after each demonstration.
4. At conclusion of final demonstration and discussion, have group discuss how to select a credit source.
5. Hand out illustrative tables and explain that this may be kept and used for reference.
6. Have group generate guidelines for their use in borrowing money—primarily, how to compare relative credit costs.
7. Administer "Borrowing Test."

Notes: Assistance in preparing demonstrations and handout may be obtained from local savings and loan or credit union representatives.

A sample of repayment schedules follows.

Instructional Outline: Borrowing F.4

Instructional Steps / Enabling Requirements	17.1 Know the sources of credit available to her/him	17.2 Know the types of loans available to her/him.	17.3 Know the criteria that are used to determine her/his eligibility for a loan.	17.4 Know one way to compare the relative costs of a loan.	17.5 Know what types of hidden charges may be attached to a loan	17.6 Know importance of collateral.
1. Prepare handouts.	x	x	x	x	x	x
2. Design credit transaction demonstrations.	x	x	x	x	x	x
3. Produce demonstration and discuss.	x	x	x	x	x	x
4. Discuss selecting credit source.	x	x	x	x	x	x
5. Generate borrowing guidelines.	x	x	x	x	x	x

Supporting Material: Borrowing F.4

A Sample Loan Repayment Plan

Average Monthly Payments

You Borrow	$100	$200	$300	$500	$1,000	$1,500	$2,000	$2,500	$3,000	$3,500	$4,000
12 Mo.	8.89	17.77	26.66	44.43	88.85						
18 Mo.	6.10	12.20	18.30	30.49	60.98	91.47					
24 Mo.		9.42	14.12	23.54	47.07	70.61	94.15	117.69	141.23		
30 Mo.					38.75	58.12	77.50	96.88	116.25		
36 Mo.					33.21	49.82	66.43	83.04	99.65	116.26	132.86

Above payments include principal, interest, credit life insurance, and all other costs. 1% per month on the unpaid balance or 12% effective annual percentage rate.

Instructional Unit: Credit Rating F.5

Goal: Trainee will know the arrangements required in establishing an acceptable credit rating.

Method: Practical Exercise and Discussion.

Materials: Three typical family budgets with over-extended debt loads.

Procedure:

1. Instructor will state that the purpose of session is to explain what a credit rating is and some of the consequences of a poor credit rating.
2. Instructor will briefly explain the concept of a credit rating.
3. Using a sample family budget with over-extended debt load, instructor will demonstrate the steps involved in arranging the reallocation of resources as would be done by a reputable credit advisor.
4. Class will practice the reallocation procedure using the remaining sample budgets (and debt loads), with instructor providing assistance as required.
5. Instructor will lead class discussion of solutions following each exercise.
6. Administer "Credit Rating Tests" 1 and 2. (Test 1 may be deleted if inappropriate to the class.)

Notes:

Realism may be provided by getting persons outside the class to play the roles of creditors in getting loan extensions.

If the class is larger than five people, the exercise could be more easily managed using an overhead projector.

The community resources packet (see Instructional Unit G.3) will provide names and addresses of credit advisors whose services are free.

Assistance in the area of credit management may be obtained from: National Foundation for Consumer Credit, Inc., Federal Bar Building, 1819 H Street, N.W., Washington, D.C. 20006.

Instructional Outline: Credit Rating F.5

Instructional Steps / Enabling Requirements	18.1 Know the consequences of not having a good credit rating.	18.2 Know what standards are used to determine an individual's credit rating.	18.3 Know what to do to maintain or improve an individual's credit rating.	18.4 Know how to select a reputable credit advisor.
1. Prepare handout.	x	x	x	x
2. Introduce credit rating.	x	x	x	
3. Demonstrate resource reallocation.			x	
4. Practice resource reallocation.			x	
5. Discuss solutions.			x	

TESTS

Budget Plan Test

Your AFDC grant checks plus all other totals $ _____ per month. Using this amount of money, plan a budget for yourself and your family members. Enter your budget plan in the space below.

Budget Plan for One Month

Scoring: Budget Plan Test

The budget plan included categories for fixed, variable, and future expenses: _____ Yes _____ No

The budget plan allocated funds for:

	Applies		Included	
	Yes	No	Yes	No
Rent or Mortgage				
Heat and Lights				
Other Utilities				
Insurance or Savings				
Child Care				
Transportation				
Loan Payments				
Food				
Household Supplies				
Clothing				
Medical and Dental				
Education				
Repairs				
Other				

The budget plan includes a method for adjusting it to changing incomes and expenses: _____ Yes _____ No

The budget plan provides a realistic allocation of available funds among budget categories. (Answer "Yes" if the amounts allocated fall within the following percentage ranges):

Total of *fixed* expenses = 70 - 85% _____ Yes _____ No

Total of *variable* expenses = 5 - 28% _____ Yes _____ No

Total of *future* expenses = 2 - 10% _____ Yes _____ No

Record of Expenses Test

Beginning tomorrow morning, with the help and cooperation of your family, maintain a record of household and personal expenses for yourself and family. The record of expenses should cover a period of seven days (5 or 3 days if local conditions require).

Scoring: Record of Expenses Test

The "Record of Expenses" includes:

1. Amount of funds available on beginning date.	____ Yes	____ No
2. Total income received during the period of record.	____ Yes	____ No
3. Amount of funds remaining unspent at end of period.	____ Yes	____ No
4. Date (or day of week) of purchase or payment.	____ Yes	____ No
5. Amount paid out.	____ Yes	____ No
6. Item purchased.	____ Yes	____ No
7. Name of person (and purpose).	____ Yes	____ No
8. Total of all recorded expenses and purchases equals at least 95% of total expended.	____ Yes	____ No

Savings Account Test No. 1

Using (an initial deposit) $5.00 from your own funds, set up a federally insured savings account in a financial institution near your home. Your deposit book, showing the amount and date of deposit, should be brought to class.

Scoring: Savings Account Test No. 1

Does the deposit book show an entry for $5.00?	____ Yes	____ No
Does the deposit book state that all deposits are insured by the Federal Government?	____ Yes	____ No
Is the institution located near the enrollee's home or otherwise easily accessible to the enrollee?	____ Yes	____ No

Savings Account Test No. 2

In a role-playing situation, complete the typical procedures involved in setting up a savings account.

First, take the role of the depositor, then, (after completing the full transaction) take the role of the teller and provide the information and assistance the "depositor" needs to open an account in your "bank".

Scoring: Savings Account Test No. 2

1. Enrollee asked for (and gave) information regarding the insurance on deposits. ____ Yes ____ No
2. Enrollee clearly stated purpose of visit to "bank" *and* the amount of deposit. ____ Yes ____ No
3. Enrollee completed transaction of opening savings account. ____ Yes ____ No
4. Enrollee fulfilled role of teller in completing same transaction for fellow enrollee. ____ Yes ____ No

Savings Account Test No. 3

Below is a list of things that a person might like to know about a savings institution before opening a savings account there. Some of these things are more important to know than others.

What six (6) things would you most like to know if you were thinking of opening a savings account with a bank, credit union, or other savings institution? Circle the *six* you would most want to know.

1. How long the institution has been in business.
2. Rate of interest paid on savings accounts.
3. Methods available for making deposits (mail, payroll deduction, etc.)
4. Number of people employed by the institution.
5. Minimum deposit required.
6. Total money on deposit with the institution.
7. Type and amount of insurance carried on their deposits.
8. Number of stockholders (owners).
9. Hours open for business.
10. Method of computing and paying interest.
11. Distance from your home or place of work.
12. Amount of money (dividend) paid out to stockholders last year.
13. Government regulations on how and to whom the institution may loan money.
14. How long you must leave your money on deposit before you can withdraw it.
15. Total amount of money the institution has out on loan.

Scoring: Savings Account Test No. 3

Enrollee included items 2, 7, 10 and 14 . . . . ____ Yes ____ No

Borrowing Test

Suppose you were going to borrow $200.00 and repay the loan over one year. Below is a chart of information about three different lending agencies (A, B, and C); choose the *one* agency that provides the most advantages to you. Not all of the information is necessary in making a choice. After you have read over the important information, compared the three agencies, and made your choice, answer the two questions at the bottom of the page.

	A	B	C
1. Annual percent interest charged on the loan is:	12%	12%	12%
2. Interest charges per month on unpaid balance is:	1%	1%	1%
3. Other charges, such as insurance and pay-off fee are:	.01% insur.	1% insur. 5% other	1% insur. 2% other
4. Total cost *above* principal amount of loan is:	$26.00	$36.00	$30.00
5. Repayment schedule provides for:	12 equal mo. payments	12 equal mo. payments	12 equal mo. payments
6. The office hours are:	9-2, Mon-Fri 9-12 Sat	9-2, Mon-Fri 9-12 Sat	9-2 Mon-Fri 9-7 Wed 9-12 Sat
7. The distance from your home is:	30 blocks (3 miles) One way	10 blocks (1 mile) One way	5 blocks (1/2 mile)
8. The method(s) available for making payment is:	By mail In person	By mail In person	By mail In person Payroll Deduc.
9. The percent of the loan paid to you as principal is:	100%	100%	100%
10. A co-signer will be necessary if:	You don't own a car or home.	You don't own a car or home.	Your loan is larger than $500.00

Which lending agency did you choose? A B C (circle one)

Suppose that you had no facts on these or other lending agencies, but that you wanted to choose a place to borrow money. Of the ten (10) items of information listed above, what are the five (5) items that you would most want to know in evaluating any lending agency? (Circle five of the ten.)

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Scoring: Borrowing Test

Enrollee's choice was financially sound (chose A if owned own car or home, chose C otherwise . . . . . ____ Yes ____ No

Enrollee's choice of five items included 5, 9, 10 and *one* of the following alternatives: 4, or 1 plus 3, or 2 plus 3 . . . . . ____ Yes ____ No

Note to Instructor: The data for this problem is hypothetical and intended as an example. It could easily be changed so that the choice is more relevant to local conditions and either easier or more difficult. Feel free to modify the problem.

Credit Rating Test No. 1

Draw up (in outline form) a repayment plan for eliminating your existing debts and for the eventual acquisition of an acceptable credit rating.

Scoring: Credit Rating Test No. 1

1. The plan included steps that are workable with enrollee's current income level. ____ Yes ____ No
2. The plan identified repayment limitations and abilities that are within the limitations of future earnings. ____ Yes ____ No
3. The plan included the outline of specific steps to be taken to acquire an acceptable credit rating. ____ Yes ____ No

Credit Rating Test No. 2

Imagine that you owe three debts—over and above your regular bills and expenses for rent, food, and the usual living expenses. Imagine that you can budget your "regular" expenses so you can pay them and still have $9.50 left over with which to pay off your three "debts".

The three debts are:

	Total owed	Payment due
1. Furniture store	$27.00	$3.00
2. Dentist	11.00	5.00
3. Clothing store	19.00	5.00

Work out a plan for paying off these three debts and for establishing an acceptable credit rating.

Scoring: Credit Rating Test No. 2

1. The plan included steps that are workable with enrollee's current income level. ____ Yes ____ No
2. The plan identified repayment limitations and abilities that are within the constraints of future earnings. ____ Yes ____ No
3. The plan included the outline of specific steps to be taken to acquire an acceptable credit rating. ____ Yes ____ No

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G

MODULE G: COMMUNITY RESOURCES

Behavioral Objectives	Skill & Knowledge Requirements	Instructional Units
19. Given access to telephone and a means of transportation, enrollee will contact needed community service agencies. Enrollee should bring to the attention of community service agency personnel all valid problems for which assistance is available.	Enrollee must: 19.1 Know how to use the telephone directory. 19.2 Know how to place a telephone call. 19.3 Know the names and addresses of community service agencies. 19.4 Know what types of problems each agency is designed to handle. 19.5 Know the requirements for obtaining help from a specific agency.	G.1 Trainee observes film and filmstrip on correct use of the telephone and practices correct procedures. G.2 Trainee observes filmstrip on using the telephone directory and practices its use. G.3 Trainee receives a handbook on community resources and practices use of the manual.
20. Given a means of transportation and limited monetary resources for recreational and cultural activity, enrollee will use community recreational and cultural facilities. Enrollee should identify, locate, and use a minimum of one of the different types of facilities that are accessible.	Enrollee must: 20.1 Know what types of recreational and cultural facilities the community offers. 20.2 Know the locations of accessible recreational and cultural facilities. 20.3 Know procedures, rules, and regulations governing use of recreational and cultural facilities. 20.4 Know where to find schedules of community activities. 20.5 Know the fee for using various facilities.	
21. Given a means of transportation and limited monetary resources for educational activity, enrollee will use community educational facilities. Enrollee should identify those community educational opportunities for which she (he) qualifies and from which benefit could be derived.	Enrollee must: 21.1 Know what local public and private educational facilities are available. 21.2 Know the types of courses that are available. 21.3 Know how to obtain information about costs and requirements for admission to various educational facilities. 21.4 Know how to obtain counseling in regard to educational interests and goals for self and children. 21.5 Know what sources of financial aid are available for education.	

Behavioral Objectives	Skill & Knowledge Requirements	Instructional Units
22. Given limited monetary resources, enrollee will maintain an awareness of his legal rights and responsibilities. Enrollee should demonstrate awareness by the following actions: (a) recognize violation of his legal rights, and (b) seek legal advice when rights are violated.	Enrollee must: 22.1 Know the types of legal rights guaranteed under Federal, State, and local laws. 22.2 Know the types of legal aid that are available. 22.3 Know the consequences of failure to protect legal rights. 22.4 Know the functions of courts of law.	G.4 Trainee participates in practical exercise and discussion of when and where to seek legal guidance.

Instructional Unit: Telephone Usage G.1

Goal: Trainee will properly use the telephone.

Method: Film, Filmstrip, and Practical Exercise.

Materials: Film: "We Learn about the Telephone"
Filmstrip: "How We Use the Telephone"
Teletrainer and practice telephones.

Procedure:

1. Instructor introduces the film and filmstrip, explaining that, since the film is oriented toward the school-age child, the group may wish to pay special attention so they can pass the information on to their children.
2. Show film and filmstrip.
3. Trainee practices proper telephone procedures using the teletrainer.
4. Instructor circulates and assists trainees as needed during practice sessions.

Notes: Film, filmstrip, and teletrainer practice telephones are available from Bell Telephone.

A demonstration and practical exercise may be used if film and filmstrip are unavailable.

Instructional Outline: Telephone Usage G.1

Instructional Steps / Enabling Requirements	19.1 Know how to use the telephone directory.	19.2 Know how to place a telephone call.
1. Schedule film, filmstrip and teletrainer.	x	x
2. Introduce film.	x	x
3. Show film.	x	x
4. Introduce filmstrip.		x
5. Show filmstrip.		x
6. Discuss filmstrip as appropriate.		x
7. Practice telephone use.		x
8. Correct improper procedures.		x

Instructional Unit: Telephone Directory G.2

Goal: Trainee will be able to use the telephone directory.

Method: Filmstrip and Practical Exercise.

Materials: Filmstrip: "The Alphabet Works for Us."
Telephone books.

Procedure:

1. Instructor introduces the filmstrip, explaining that, since the filmstrip is oriented toward the school-age child, the group may wish to pay special attention so they can pass the information on to their children.
2. Show filmstrip.
3. Trainee looks up phone numbers for an assortment of government agencies, commercial and private parties.
4. Instructor assists as necessary.

Notes: Filmstrip is available from Bell Telephone.

A demonstration and practical exercise may be substituted.

Instructional Outline: Telephone Directory G.2

Enabling Requirements / Instructional Steps	19.1 Know how to use the telephone directory.	19.2 Know how to place a telephone call.
1. Schedule filmstrip.	x	
2. Acquire telephone books.	x	
3. Introduce filmstrip.	x	
4. Show filmstrip.	x	
5. Practice looking up telephone numbers.	x	
6. Correct improper procedures.	x	

Instructional Unit: Community Services G.3

Goal: Trainee will be able to locate desired community services.

Method: Performance Aid, Demonstration, and Practical Exercise.

Materials: Community Resource Handbook (performance aid) covering free or low-cost community services. Areas to be covered in the handbook should include at least the following: (a) sources of legal assistance, (b) sources of financial counsel, (c) cultural and recreational facilities, (d) educational counseling and facilities, (e) employment counseling and services, (f) consumer services, (g) family assistance agencies, (h) health services, (i) housing agencies, and (j) emergency services (police, fire, ambulance). Handbook should be organized around a series of typical questions or problem statements, each keyed to appropriate service or agency. Names, addresses, phone numbers, and approximate cost (if any) should be given for each service or agency.

Procedure:

1. Distribute resource handbook and explain its purpose, contents, and use.
2. Instructor demonstrates use of handbook in two or three hypothetical instances.
3. Trainee practices use of handbook in two or three additional hypothetical instances posed by instructor.
4. Instructor answers questions and provides opportunity for group to make notes and additions to handbook as recommended by group members.
5. Administer "Contacting Recreational and Educational Facilities Test."

Instructional Outline: Community Services G.3

Enabling Requirements / Instructional Steps	1. Produce Community Resource Handbook.	2. Show how to use handbook.	3. Practice locating information.	4. Provide opportunity to supplement handbook.
19.3 Know the names and addresses of community service agencies.	×	×	×	×
19.4 Know what types of problems each agency is designed to handle.	×	×	×	×
19.5. Know the requirements for obtaining help from a specific agency.	×	×	×	×
20.1 Know what types of recreational and cultural facilities the community offers.	×	×	×	×
20.2 Know the locations of accessible recreational and cultural facilities.	×	×	×	×
20.3 Know procedures, rules, and regulations governing use of recreational and cultural facilities.	×	×	×	×
20.4 Know where to find schedules of community activities.	×	×	×	×
20.5 Know the fee for using various facilities.	×	×	×	×
21.1 Know what local public and private educational facilities are available.	×	×	×	×
21.2 Know the types of courses which are available.	×	×	×	×
21.3 Know how to obtain information about costs and requirements for admission to various educational facilities.	×	×	×	×
21.4 Know how to obtain counseling regarding educational interests and goals for self and children.	×	×	×	×
21.5 Know what sources of financial aid are available for education.	×	×	×	×

Instructional Unit: Legal Aid G.4

Goal: Trainee will be able to determine when and where to seek assistance concerning legal problems.

Method: Practical Exercise and Discussion.

Materials: A series of hypothetical situations involving legal questions, such as: summons, eviction notices, child support, divorce, repossession of credit purchases, juvenile matters, tenants rights and duties, job or public accommodation discrimination, etc.
Community Resource Booklet (G.3).

Procedure:

1. Instructor (or guest legal expert) presents each problem situation and asks group what they would do.
2. With guidance of instructor (or legal expert) the group recommends a course of action that deals realistically with resources available.
3. Group formulates general rules covering when and where to seek assistance for each of the major categories of legal problems.
4. Administer "Contacting Legal Assistance Test."

Notes: If a legal expert (lawyer or law student) cannot be present for the class session, at least one should be consulted in preparing the problem situations and solutions.

Instructional Outline: Legal Aid G.4

Instructional Steps / Enabling Requirements	22.1 Know the types of legal rights guaranteed under Federal, State, and local laws.	22.2 Know the types of legal aid that are available.	22.3 Know the consequences of failure to protect legal rights.	22.4 Know the functions of courts of law.
1. Prepare problem situations.	x	x	x	x
2. Develop group solutions to problems.	x	x	x	x
3. Develop general guidelines for dealing with legal problems.	x	x	x	x

TESTS

Contacting Recreational and Educational Facilities Test

INSTRUCTIONS TO TESTER: Enrollees should have their Community Resources Handbook for this test. Also, contacting the employment service or other employment agencies may be substituted for Part I if preferred. Enrollees may do the telephoning anywhere and at any time.

Part I

DIRECTIONS TO ENROLLEE: Using your Community Resources Handbook, find a community educational facility that you or one of your family might want to use. Write down the name of the facility, its phone number and location. Point out its location on your map and state how you would get there on a continuing basis. Finally, call the agency and obtain information of hours of operation, calendar schedule (if appropriate), entry requirements, forms to be filled out, costs, etc.

Scoring: Contacting Recreational and Educational Facilities Test

Part I

1. Enrollee identified a community educational facility for which she (he) or family member qualifies?

   _____ YES _____ NO

2. Enrollee located the facility on a map and determined a way of getting there?

   _____ YES _____ NO

3. Enrollee successfully obtained the necessary information about what, when and where?

   _____ YES _____ NO

Contacting Recreational and Educational Facilities Test

Part II

DIRECTIONS TO ENROLLEE: Using your Community Resources Handbook, find a community recreational or cultural activity that you and your family might like to utilize. Write down the name of the event or facility, its phone number and location. Point out its location on your map and state how you would get there (bus, car, etc.). Finally, call the management of the facility and obtain information on its hours of operation and prices (if any)—do this even though the information may be given in your handbook.

Scoring: Contacting Recreational and Educational Facilities Test

Part II

1. Enrollee identified a facility?

_____ YES _____ NO

2. Enrollee located the facility on a map and determined a way of getting there?

_____ YES _____ NO

3. Enrollee successfully obtained the necessary information about what, when and where?

_____ YES _____ NO

Contacting Legal Assistance Test

INSTRUCTIONS TO TESTER: Rather than using the Community Resources Handbook, provide enrollees with an extract from the handbook listing the legal services, juvenile court, police, along with a few irrelevant agencies. For each agency on the list give a phone number which in reality belongs to a member of the WIN staff or friend who is willing to act as the" agency." Enrollee should be given access to a telephone, and a schedule arranged to allow each enrollee approximately five minutes to make a call. Legal problem situations should be prepared such as the example given below, and each of your confederates ("agencies") should be told of the particular problem or problems and instructed on how to respond when called.

DIRECTIONS TO ENROLLEE: (Example). "You have just come home from work and found your furniture and other belongings on the sidewalk. What would you do?"

(Those enrollees who state that they would call for legal advice are given the remaining part of the instructions. All other enrollees are counseled and given another problem.)

"Now, here is a list of agencies taken from your handbook. (Please do not refer to your handbook for this exercise.) Go to the telephone and notify the appropriate agency. Report back the advice you received."

Scoring: Contacting Legal Assistance Test

1. Did enrollee state that she (he) would call for legal advice?

_____ YES _____ NO

2. Did enrollee call the appropriate agency?

_____ YES _____ NO

3. Did enrollee communicate her (his) problem to the agency and accurately interpret advice?

_____ YES _____ NO

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515 Madison Avenue
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Module H: Self Concept

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
23. Given a record of typical personal failures and successes, enrollee will maintain an awareness of self-worth. Enrollee should demonstrate awareness by the following actions: (a) recognizes the factors that may have contributed to the successes and failures; (b) recognizes capability to benefit from opportunities that exist to eliminate factors contributing to failures; and (c) does not underestimate the value of those successes achieved.	Enrollee must: 23.1 Know what types of personal contributions enrollee can make to family, employer, and community. 23.2 Know the importance of personal contributions that enrollee can make to family, employer, and community. 23.3 Know what types of opportunities there are to increase personal contributions to family, employer, and community. 23.4 Know what types of behavior are characteristic of people whose feelings of self-worth are too low. 23.5 Know how shyness, aggressiveness, anxiousness, etc., affect the attitudes and behavior of other people with whom one associates. 23.6 Know the types of nonpersonal factors that may contribute to one's individual successes and failures.	H.1 Trainee participates in role playing and discussion involving unrealistically high and low feelings of self-worth. H.2 Trainee hears qualified social worker speak on the individual's contribution to family and community, and discusses own capability to make such contribution. H.3 Trainee participates in role playing and discussion involving the effects of extreme behavior patterns such as shyness, aggressiveness, defensiveness, etc.
24. Given a listing of typical personal capabilities, responsibilities and opportunities, enrollee will maintain an awareness of ability to improve upon present circumstances. Enrollee will demonstrate awareness by the following actions: (a) does not underestimate capability to benefit from existing opportunities; and (b) expresses interest in taking advantage of opportunities to upgrade personal capabilities.	Enrollee must: 24.1 Know types of personal capabilities currently possessed. 24.2 Know what type of opportunities exist for improving personal capabilities. 24.3 Know consequences of not improving personal capabilities. 24.4 Know outcomes of improving personal capabilities. 24.5 Know what types of actions may be taken to take advantage of existing opportunities to improve personal capabilities.	H.4. Trainee compiles and discusses a list of environmental and personal factors that have influenced his or her life, then hears case histories of successful former WIN enrollees illustrating how past failures may be overcome. H.5 Trainee receives a list of community educational and training programs and discusses the opportunities offered by these.

H

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
	24.6 Know where to obtain information pertaining to improving one's knowledge and skills.	H.6 Trainee discusses the benefits of improving personal capabilities and the negative consequences of failing to improve them.
25. Given a social or work situation, enrollee will maintain an awareness of ability to make worthwhile contributions to others. Enrollee should demonstrate her (his) awareness by the following actions; (a) attends to the activities of others; (b) does not underestimate the value of personal views and ideas; (c) expresses ideas to others; and (d) recognizes the shortcomings of self and others.	Enrollee must: 25.1 Know basic requirements for working cooperatively and productively with other people. 25.2 Know what types of relationships with other people are feasible and normal in social and work settings. 25.3 Know ways in which to achieve cooperation in social and work settings. 25.4 Know what types of benefits and limitations result from relationships with other people in social and work settings.	H.7 Trainee participates in role playing and discussion involving the effects of cooperative versus uncooperative behavior.
26. Given sound reasons for expecting employment opportunities to be available upon completion of training, personal goals and aspirations that can be obtained through employment, and a knowledge of the variety of available jobs, enrollee will desire to obtain employment. Enrollee should demonstrate desire by the following actions: (a) expresses interest in acquiring new knowledges and skills; (b) expresses interest in how new knowledges and skills may help her (him) obtain and retain a job; (c) actively listens to employment oriented suggestions of peers and advisors; (d) changes behavior patterns that may prevent employment; and (e) makes plans for acquiring a specific job or type of job.	Enrollee must: 26.1 Know types of personal satisfactions, advantages, and improvements that regular employment can provide. 26.2 Know types of satisfying personal experiences that former enrollees are currently enjoying at work—and as a result of employment. 26.3 Know the ways in which employment can result in the achievement of personal goals. 26.4 Know the types of practical help and guidance that are actually available.	H.8 Trainee hears case histories of successful former WIN enrollees that illustrate how employment can lead to the satisfaction of personal goals. H.9 Trainee pairs up with fellow enrollee in an effort to provide continuing mutual support and commitment throughout the WIN program and later employment.

Instructional Unit: Self-Worth H.1

Goal: Trainee will recognize the types of behavior patterns that are characteristic of people whose feelings of self-worth are unrealistically low or unrealistically high, and the consequences of these behavior patterns on reactions from others.

Method: Role Playing and Discussion.

Materials: Two role-playing situations, scripts, and props simulating a factory or office work setting in which the following is portrayed: A group of workers will be conversing among themselves and with their foreman or office manager. One worker will be characterized as having a very low perception of self-worth; at every opportunity she (he) will say disparaging things about herself and attack her own abilities. Another worker will be characterized as having a distortedly high perception of her (his) self-worth, exaggerating her (his) own abilities. Other workers and foreman will be portrayed in their reactions to these two types of persons.

Procedure:

1. Instructor defines self-worth and discusses the types of distortions that can occur in perceptions of self-worth.
2. Instructor informs the group that they will participate in a role-playing situation, and that this will be followed by a discussion of the consequences of the different behavior patterns.
3. Assign roles and conduct role playing.
4. Group discusses the effects of unrealistically high and low perceptions of self worth, and how others react to people with these self perceptions.

Notes: A film, if available, depicting the same behaviors as prescribed for role playing would be beneficial to show as a prelude to role playing.

This DOL manual is an excellent guide to the development and conduct of role playing: *Role Modeling and Role Playing in Employability Development Agencies:* A Manual for Practitioners, Vocational Workers, and Counselors Containing Principles, Their Application in Practice, and Their Empirical Sources; prepared by Harvey Bertcher, *et al.*, of Manpower Science Services, Inc., contract no. 82-24-68-34, Manpower Administration, U.S. Department of Labor, MDTA. (Undated)

Instructional Outline: Self-Worth H.1

Instructional Steps / Enabling Requirements	23.1 Know what types of personal contributions enrollee can make to family, employer, and community.	23.2 Know the importance of personal contributions that enrollee can make to family, employer, and community.	23.3 Know what types of opportunities there are to increase personal contributions to family, employer, and community.	23.4 Know what types of behavior are characteristic of people whose feelings of self-worth are too low.	23.5 Know how shyness, aggressiveness, anxiousness, etc., affect the attitudes and behavior of other people with whom one associates.	23.6 Know the types of nonpersonal factors that may contribute to one's individual successes and failures.
1. Develop role-playing situations.				x		
2. Define self-worth and introduce role playing.				x		
3. Assign roles and conduct role playing.				x		
4. Discuss reactions to behaviors perceived in role playing.				x	x	

Instructional Unit: Personal Contributions H.2

Goal: Trainee will know how she (he) can contribute to the family and community, and will recognize the importance of such contributions.

Method: Lecture and Discussion.

Materials: Guest Speaker: Social worker who specializes in sociology of the family.

Procedure:

1. Instructor introduces guest speaker, indicating that the topic for discussion concerns the contributions a parent can make to family and community.
2. Guest speaker discusses the influence of the parent on the child, the importance of models in establishing the behavior patterns of children, the importance of environment on child rearing, the effects of income (money management) and life style on the child, and the effects of the characteristics of neighborhood residents on the community.
3. Group discusses the consequences of information provided by the social worker.
4. Instructor helps the group to conclude that each member of the group can have a significant effect on both family and community.

Notes: This unit is related to Module E: Family Relations.

Instructional Outline: Personal Contributions H.2

Enabling Requirements / Instructional Steps:	23.1 Know what types of personal contributions enrollee can make to family, employer, and community.	23.2 Know the importance of personal contributions that enrollee can make to family, employer, and community.	23.3 Know what types of opportunities there are to increase personal contributions to family, employer, and community.	23.4 Know what types of behavior are characteristic of people whose feelings of self-worth are too low.	23.5 Know how shyness, aggressiveness, anxiousness, etc., affect the attitudes and behavior of other people with whom one associates.	23.6 Know the types of nonpersonal factors that may contribute to one's individual successes and failures.
1. Arrange for guest speaker (social worker).	x	x	x			
2. Introduce speaker and topic.	x	x	x			
3. Speaker presentation.	x	x	x			
4. Elicit group discussion.	x	x	x	x	x	

Instructional Unit: Interpersonal Behavior H.3

Goal: Trainee will know that the behavior of others toward themselves will be influenced by their own behavior patterns.

Method: Role Playing and Discussion.

Materials: A partially structured role-playing situation simulating a work situation with several interacting members, each enacting a different characteristic behavior pattern such as shyness, aggressiveness, defensiveness, etc.

Procedure:

1. Instructor discusses various behavior patterns such as shyness, aggressiveness, defensiveness, etc., and how these factors affect reactions of other people.
2. Instructor informs the group that they will participate in a role-playing situation, and that this will be followed by a discussion of the consequences of the different behavior patterns.
3. Assign roles and conduct role playing.
4. Group discusses the reactions they experienced from others when playing their roles, as well as how they reacted to other people's roles. Instructor will help clarify how these reactions were caused by the various behavior patterns.

Instructional Outline: Interpersonal Behavior H.3

Enabling Requirements / Instructional Steps	23.1 Know what types of personal contributions enrollee can make to family, employer, and community.	23.2 Know the importance of personal contributions that enrollee can make to family, employer, and community.	23.3 Know what types of opportunities there are to increase personal contributions to family, employer, and community.	23.4 Know what types of behavior are characteristic of people whose feelings of self-worth are too low.	23.5 Know how shyness, aggressiveness, anxiousness, etc., affect the attitudes and behavior of other people with whom one associates.	23.6 Know the types of nonpersonal factors that may contribute to one's individual successes and failures.
1. Develop role playing situations.					x	
2. Define behavior patterns to be illustrated in role playing.					x	
3. Assign roles and conduct role playing.					x	
4. Discuss reactions to behaviors perceived in role playing.				x	x	

Instructional Unit: Success and Failure H.4

Goal: Trainee will recognize that previous failures were due primarily to environmental factors, and that previous successes were due primarily to personal factors.

Method: Lecture, Discussion, and Case History.

Materials: Guest Speakers: two former WIN enrollees, obviously having backgrounds similar to those of the trainees, who are prepared to talk about their own backgrounds and how they were able to overcome limiting effects of environment by enhancing such personal factors as motivation and skill.

Procedure:

1. Instructor explains how personal and environmental factors can lead to success or failure: how environmental factors such as quality of schools and home atmosphere can lead to success or failure; and, how personal factors such as skills and abilities can also lead to success or failure.
2. Trainees, through group discussion, will compile a list of all environmental factors that have led to failure in their own lives, as well as a list of all personal factors that have led to success.
3. Group discusses overall effects of personal and environmental factors in their lives, and suggest how the negative effects of environment can be overcome by enhancing personal factors.
4. Former WIN enrollees present their case histories, emphasizing their successes in overcoming environmental limitations through personal development.
5. Group questions the former enrollees concerning techniques used in achieving success and avoiding failure.

Notes: If necessary, the case histories can be omitted or replaced by ones that have been prepared for reading or narration via tape recorder. Discussion would replace questions in this case.

Instructional Outline: Success and Failure H.4

Instructional Steps / Enabling Requirements	23.6 Know the types of nonpersonal factors that may contribute to one's individual successes and failures.	24.1 Know types of personal capabilities currently possessed.	24.2 Know what types of opportunities exist for improving personal capabilities.	24.3 Know consequences of not improving personal capabilities.	24.4 Know outcomes of improving personal capabilities.	24.5 Know what types of actions may be taken to take advantage of existing opportunities to improve personal capabilities.	24.6 Know where to obtain information pertaining to improving one's knowledge and skills.
1. Prepare lecture on relative effects of environment and personal factors on success and failure.	x					x	
2. Enlist former WIN enrollees as guest speakers.	x					x	
3. Deliver lecture.	x					x	
4. Have group generate list of environmental and personal factors influencing their lives.	x					x	
5. Discuss effects of these factors on personal successes and failures in their lives.	x					x	
6. Introduce guest speakers.	x		x		x	x	
7. Guest speakers give their case histories.	x		x		x	x	
8. Discuss case histories.	x		x		x	x	x

Instructional Unit: Educational Opportunities H.5

Goal: Trainee will know what opportunities exist in the community for helping to improve personal skill and ability, and how to use these sources of opportunity.

Method: Handout and Lecture.

Materials: An "Educational Opportunities List" containing a listing of all community adult educational classes, training programs, GED classes, etc. Included in the list will be the types of skills and abilities with which each program is concerned, prerequisites for admission, location, cost, and scholarship information.

Procedure:

1. Instructor states that the group will discuss the opportunities that exist in the community for improving one's personal skills and abilities.
2. Distribute "Educational Opportunities List" and discuss the general nature of each program, including its purpose, prerequisites, and the opportunities of its graduates.
3. Instructor will answer questions pertaining to the educational and training programs discussed.

Notes: The section of the Community Resources Handbook (G.3) pertaining to educational facilities may be used here instead of an Educational Opportunities List.

Instructional Outline: Educational Opportunities H.5

Instructional Steps / Enabling Requirements	24.1 Know types of personal capabilities currently possessed.	24.2 Know what types of opportunities exist for improving personal capabilities.	24.3 Know consequences of not improving personal capabilities.	24.4 Know outcomes of improving personal capabilities.	24.5 Know what types of actions may be taken to take advantage of existing opportunities to improve personal capabilities.	24.6 Know where to obtain information pertaining to improving one's knowledge and skills.
1. Prepare the Educational Opportunities List (or use appropriate section of Community Resources Handbook from G.3).		x			x	x
2. Distribute the list and discuss its contents.		x			x	x
3. Answer questions pertaining to the material.	x	x			x	x

Instructional Unit: Personal Capabilities H.6

Goal: Trainee will know the positive outcomes that can occur from improving personal capabilities, and the negative outcomes that can occur from failing to improve personal capabilities.

Method: Lecture and Discussion.

Materials: None.

Procedure:

1. Instructor states that he will describe the types of personal abilities needed for typical occupations, and that the group will discuss the consequences of having or not having these abilities.
2. Instructor talks about the types of personal abilities needed for particular types of occupations (ranging from unskilled to skilled) as well as those needed for advancing from job to job within an occupation. Emphasis should be placed on the importance of abilities to obtaining the following job benefits: promotional opportunities, inherent job interest, feelings of accomplishment, good income.
3. Group will discuss the effects of having or not having the skills for different types and levels of jobs.
4. Instructor will support (a) any of the group's ideas that suggest that skill improvement can lead to promotion, greater income and more interesting work, and (b) any ideas that suggest that failing to improve personal skills can lead to a failure to achieve promotions, loss of income, and less interesting work.
5. Administer "Self Concept Test."

Notes: This unit is related to Module I: Vocational Goals.

Instructional Outline: Personal Capabilities H.6

Instructional Steps / Enabling Requirements	24.1 Know types of personal capabilities currently possessed.	24.2 Know what types of opportunities exist for improving personal capabilities.	24.3 Know consequences of not improving personal capabilities.	24.4 Know outcomes of improving personal capabilities.	24.5 Know what types of actions may be taken to take advantage of existing opportunities to improve personal capabilities.	24.6 Know where to obtain information pertaining to improving one's knowledge and skills.
1. Identify typical occupations and jobs to illustrate personal capability requirements.		x	x	x	x	
2. Introduce topic to group.		x	x	x	x	
3. Discuss abilities needed for various jobs.		x	x	x	x	
4. Elicit group discussion of consequences of having or not having certain abilities for desired jobs.		x	x	x	x	
5. Provide feedback during discussion.		x	x	x	x	

Instructional Unit: Cooperative Behavior H.7

Goal: Trainee will know the types of behavior that are perceived by others to be either cooperative or uncooperative, and will understand how each type of behavior affects interpersonal relationships.

Method: Role Playing and Discussion.

Materials: Two role-playing situations, one involving a social situation, and one a work situation. In each, one role will portray uncooperative behavior and all others will portray cooperative behavior.

Procedure:

1. Instructor discusses the importance of cooperative behavior in both social and work situations, giving several examples of behavior that are clearly cooperative or uncooperative.
2. Instructor informs the group that they will participate in role-playing situations, and that this wil be followed by a discussion.
3. Assign roles and conduct role playing.
4. Group discusses their reactions to the persons playing the uncooperative roles. In the discussion, trainees should identify and verbalize the following: (a) particular behaviors that were seen as being uncooperative, (b) consequences of these behaviors on their own reactions to the uncooperative actors, (c) their reactions to cooperative actors, and (d) comparisons between reactions to cooperative and uncooperative actors.
5. Instructor prompts group to contribute other examples of cooperative and uncooperative behavior, and assists group in summarizing how people generally react to both types of behavior.
6. Administer "Worthwhile Contributions Test."

Notes: This unit is related to Module Q, Work Relations.

Instructional Outline: Cooperative Behavior H.7

Instructional Steps / Enabling Requirements	25.1 Know basic requirements for working cooperatively and productively with other people.	25.2 Know what types of relationships with other people are feasible and normal in social and work settings.	25.3 Know ways in which to achieve cooperation in social and work settings.	25.4 Know what types of benefits and limitations result from relationships with other people in social and work settings.
1. Develop role-playing situations.	x		x	
2. Introduce topic.	x		x	
3. Conduct role playing.	x		x	
4. Discuss implications of behavior demonstrated in role playing.	x	x	x	x

Instructional Unit: Personal Goals H.8

Goal: Trainee will know that employment can lead to the satisfaction of personal goals such as independence from welfare, feelings of accomplishment and self-confidence, and improved family relations.

Method: Case Histories and Discussion.

Materials: Guest Speakers: Two former WIN enrollees who have been successfully employed for at least six months (longer if possible), and who are prepared to speak positively of the effects of employment on their personal lives.

Procedure:

1. Instructor introduces the two former WIN enrollees and informs group that the speakers will talk about their experiences after having participated in the WIN program and the effects of employment on their personal lives.
2. Each guest speaker discusses her (his) background before entering WIN, and the effects of subsequent employment. Particular emphasis should be given to: (a) how employment led to independence from welfare and the advantages resulting from this independence, (b) improvement in self-confidence and feelings of accomplishment, and (c) how employment has affected the well-being of their family and improved family relations.
3. Speakers invite questions from the group pertaining to the effects of employment on their lives and on the attainment of personal goals.
4. Administer "Employability Plan Test."

Notes: Former WIN enrollees serving as speakers should be as similar as possible to the "typical" trainee in terms of both physical characteristics (sex, age, race, etc.) and background. It will be important, in fact, for the speakers to convince the trainees that their backgrounds were highly similar to those of the group, and that the advantages stemming from employment are within reach of all. Moreover, former enrollees who have had exceptional success following employment should *not* be used here since the goals may appear unattainable to most of the group.

If the case history approach is not possible, a checklist of personal goals can be used to evoke a discussion of what the group feels are important goals to be attained. It is hoped that minimum guidance will be needed to demonstrate how employment can lead to satisfaction of these goals. (A sample list of personal goals follows.)

Supporting Material: Personal Goals H.8

Sample List of Personal Goals for Use in Evaluating the Potential Benefits of Employment*

- To be self-supporting and independent of welfare.
- To have a stable and happy family.
- To have enough money to have some of the luxuries of life.
- To have self-respect.
- To enable my children to have a better life than I had.
- To have a home or apartment with modern conveniences.
- To have my children complete high school.
- To have the respect of my neighbors.
- To live in a community where my children would be safe out-of-doors.
- To get my high school diploma or GED.
- To live in a home or apartment free of health hazards.
- To have a feeling of success and achievement.
- To have a happy marriage.
- To enable my children to go to college.
- To have the love of my children and family.
- To have political power in my neighborhood or community.
- To keep my children from going on welfare.
- To have a skill or technical education.
- To move to a better neighborhood.
- To be able to help my friends and neighbors to a better life.
- To have a large family with enough money for support.
- To have my children achieve professional degrees – MD, PhD.
- To take a traveling vacation with my family.
- To live in a community with no discrimination at all.
- To have a family in which the father is the dominant and supporting figure.
- To own and live in a house with a yard.
- To avoid government interference (real or imaginary) with my personal life.
- To find a new husband or wife.
- To be able to pursue personal interests like painting or music.
- To provide good care for the aged members of the family, such as grandparents.
- To have a reputation as a good parent and a good provider.
- To get away from the routine of housework and children.
- To have my own parents be proud of me.
- To have fun and enjoy life.
- To get a good credit rating.

*This list may be used as an alternative to the case history approach in Unit H.8. Not all of these personal goals can necessarily be satisfied through employment; however, this should be the basis for discussion *after* each trainee has judged the relative importance of the goals to her (him).

Instructional Outline: Personal Goals H.8

Instructional Steps / Enabling Requirements	26.1 Know types of personal satisfactions, advantages, and improvements which regular employment can provide.	26.2 Know types of satisfying personal experiences that former enrollees are currently enjoying at work—and as a result of employment.	26.3 Know the ways in which employment can result in the achievement of personal goals.	26.4 Know the types of practical help and guidance that are actually available.
1. Obtain guest speakers with suitable qualifications.	x	x	x	
2. Brief guest speakers on important points of emphasis.	x	x	x	
3. Introduce speakers.	x	x	x	
4. Speaker presentations.	x	x	x	
5. Hold question-and-answer period.	x	x	x	x

Instructional Unit: Commitment to Employment H.9

Goal: Trainee will remain motivated to find and maintain employment despite difficulties experienced in locating employment or in employment itself.

Method: Peer Influence.

Materials: None.

Procedure:

1. Early in Orientation Training, the instructor, with assistance of the WIN Team if necessary, will pair each enrollee with another who is similar in background, interests, age, sex, etc.
2. Enrollees in each pair will be encouraged to remain together as much as possible during Orientation Training, so that a close friendship can be established. Also, the members in each pair should communicate with one another by telephone or personal visit once a day.
3. At the end of training, enrollees should be asked to maintain this daily contact with their partners, and to discuss their experiences in locating and maintaining employment.

Notes: The rationale for this approach is based on the view that each enrollee will be motivated to accept the goals of WIN as a means of securing this close personal friend. Through mutual support and commitment, the friends should be able to convince one another to seek and maintain employment regardless of difficulties.

Instructional Outline: Commitment to Employment H.9

Instructional Steps / Enabling Requirements	26.1 Know types of personal satisfactions, advantages, and improvements that regular employment can provide.	26.2 Know types of satisfying personal experiences that former enrollees are currently enjoying at work—and as a result of employment.	26.3 Know the ways in which employment can result in the achievement of personal goals.	26.4 Know the types of practical help and guidance that are actually available.
1. Pair each enrollee with a partner.	x			
2. Encourage a pattern of daily communication between members of a pair during Orientation.	x		x	x
3. Encourage continued daily communication beyond Orientation Training.	x	x	x	x

TESTS

Self Concept Test No. 1

DIRECTIONS TO ENROLLEE: Referring to your copies of the lists of typical experiences of failures and successes (developed in class):

1. List the factors that led to your *own* success experiences.

2. List the factors that led to your *own* failure experiences.

3. List what can be done (and by whom) to overcome those factors that caused the failures.

Scoring: Self Concept Test No. 1

1. Enrollee listed at least one "success" factor. _____ Yes _____ No

   Examples: good parents, other helpful relatives or friends, encouraging school teachers, good intelligence, ability to learn, wise decisions, profit from mistakes, courage, determination, good health, self control, church, helpful social workers, etc.

2. Enrollee listed at least two "failure" factors. _____ Yes _____ No

   Examples: unhelpful parents, unhappy or insecure homelife, lack of adequate financial resources, trouble in school, unwise decisions regarding marriage or other aspect of personal life, poor health, unresponsive welfare agency, other community or environmental factors.

3. Enrollee listed at least three practical and attainable actions for overcoming failures.
   _____ Yes _____ No

   Examples: take advantage of educational and training opportunities available, accept personal counseling (where available), medical and/or rehabilitation treatment, take the initiative in developing better communication with welfare and other community-service agencies, complete the WIN program, discipline self to handle finances, take a more active and positive role in family life, etc.

Self Concept Test No. 2

Imagine that a good job with good fringe benefits, good hours and paying a good wage has been offered to you, *provided* you can furnish lists of:

1. Some of your personal strengths, skills, abilities, and capabilities.
2. Some of your personal successful experiences and accomplishments.
3. Some of your personal limitations.

Make each list as complete, accurate, and realistic as you can in the time allowed:

Scoring: Self Concept Test No. 2

Enrollee listed at least two items in each of the three categories, (1) strengths, (2) accomplishments, and (3) limitations. The trainee's lists reflect her (his) ability to recognize factors that may have contributed to successes and failures as well as ability to recognize her (his) capabilities to benefit from opportunities to overcome some limitations.

_____ Yes _____ No

Worthwhile Contributions Test

INSTRUCTIONS TO TESTER: This rating form should be filled out by the instructor and by at least one of the trainee's fellow classmates. The rating should be done for each trainee. If the Self Concept Module is given early in Orientation Training, then this rating should probably be postponed to a time nearer the end of training.

INSTRUCTIONS TO RATER: Rate the trainee named below on the four factors listed. Check just *one* of the three alternatives (most, some, none) for each factor.

Name of Trainee being rated _____

1. Recognizes opportunities to help others—any type of help, helpful ideas, or actions:

   Most of the time _____
   Some of the time _____
   None of the time _____

2. Recognizes value of her (his) own ideas—as evidenced by expressing them properly to others:

   Most of the time _____
   Some of the time _____
   None of the time _____

3. Recognizes the realistic limitations of self and others—as evidenced by expressions of acceptance of these limitations:

   Most of the time _____
   Some of the time _____
   None of the time _____

4. Actively listens to suggestions from others (instructor, peers, WIN Team)—as evidenced by eye contact, taking notes, non-verbal responses (e.g., nodding), relevant verbal responses, and/or changed behavior as result of suggestions:

   Most of the time _____
   Some of the time _____
   None of the time _____

Scoring: Worthwhile Contributions Test

Person rated *at least* a "some of the time" on each factor.

_____ Yes _____ No

If "no" is scored, trainee should be counselled privately to ascertain if she (he) is aware of continuing self-defeating behavior patterns.

Employability Plan Test

Outline your plan for successfully obtaining and keeping employment:

Scoring: Employability Plan Test

Enrollee's plan included at least one item pertaining to each of the following three areas:

1. Realistic selection of a vocation. _____ Yes _____ No
2. Improving knowledge and skills necessary for good employment (job training, reading skills, human relations skills, etc.): _____ Yes _____ No
3. Improving personal habits (better grooming, pride in self, punctuality, etc.): _____ Yes _____ No

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SOURCES OF INFORMATION

AL-ANON Family Group Headquarters
125 East 23 Street
New York, New York 10010

American Association for Health,
Physical Education and Recreation
1201 16 Street, N.W.
Washington, D.C. 20036

American Medical Association
535 N. Dearborn Street
Chicago, Illinois 60610

American Psychiatric Association
1700 18 Street, N.W.
Washington, D.C. 20009

American Publich Welfare Association
1313 East 60 Street
Chicago, Illinois 60637

Family Service Association of America
44 East 23 Street
New York, New York 10010

Mental Health Materials Center
104 East 25 Street
New York, New York 10016

National Association for Mental Health
10 Columbus Circle
New York, New York 10019

National Council on the Aging
Suite 504
1828 L Street, N.W.
Washington, D.C. 20036

Planned Parenthood--World Population
515 Madison Avenue
New York, New York 10022

Population Council
245 Park Avenue
New York, New York 10017

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

U.S. Department of Health, Education
and Welfare
National Clearinghouse for Mental
Health Information
National Institute of Mental Health
5454 Wisconsin Avenue
Bethesda, Maryland 20015

U.S. Department of Labor
Women's Bureau
14 Street and Constitution Avenue, N.W.
Washington, D.C. 20210

MODULE I: VOCATIONAL GOALS

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
27. Given the opportunity to participate in decisions regarding choice of vocation or type of job, enrollee will maintain an awareness of the availability, requirements, and potential opportunities of jobs existing in the labor market. Awareness should be demonstrated by the following actions: (a) weighs existing vocational options on potential as well as current opportunities provided, (b) recognizes the amounts of time, education, training, and job experience required to qualify for a given vocation, (c) considers all vocational options that are available in the labor market regardless of the immediate benefits they offer, and (d) recognizes the barriers to advancement that are inherent in any given vocational choice.	Enrollee must: 27.1 Know the types of vocations currently available for his (her) present qualifications. 27.2 Know the requirements for entering various occupations open to him (her). 27.3 Know what amounts of time, education, training, and job experience are needed to qualify for different vocations. 27.4 Know what opportunities there are for advancement in his (her) selected vocational field. 27.5 Know the pay levels of jobs currently available to people who have the same level of qualifications as his (her) own. 27.6 Know some of the types of jobs and pay levels he (she) would qualify for if he (she) had additional education or training.	I.1 Trainee uses self-instructional center under the guidance of a job counselor in exploring available vocational options and job information.
28. Given the opportunity to participate in decisions regarding choice of vocation or type of job, enrollee will maintain an awareness of personal strengths and weaknesses (aptitudes, interests, qualifications, and goals) in regard to employment. Awareness should be demonstrated by the following actions: (a) accepts validity of standardized test results that are obtained and	Enrollee must: 28.1 Know the range of vocations and trainable potential available for him (her) as assessed by a competent vocational guidance person. 28.2 Recognizes that test instruments are used to assess personal strengths and weaknesses in relation to employability. 28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.	I.2 Trainee helps generate lists of long and short term vocational goals and discusses their relative merits from the standpoint of satisfying personal goals. I.3 Trainee is assisted by the job counselor in assessing the meaning of one's aptitudes and interests in relation to available vocational and training options.

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
interpreted by qualified personnel, (b) considers professionally trained staff appraisals of personal characteristics and vocationally significant attributes, (c) recognizes that some personal characteristics must be changed if success in a vocational choice is to be achieved, (d) recognizes his ability to meet time, education, and training demands imposed by a given vocational choice, and (e) recognizes the likelihood that a given vocational choice will offer to meet important personal goals.	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required. 28.5 Know the advantages and disadvantages of jobs for which more education, training, or a higher level of skill is required. 28.6 Know what types of education and training are currently available. 28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation. 28.8 Know what personal characteristics must be changed, and how much they must be changed, in order to advance in a given vocation.	I.4 Trainee participates in a rap session to stimulate a realistic re-examination of one's vocational goals. I.5 Trainee observes a film illustrating the effect of outward appearance on others, then generalizes this illustration to the importance of personal appearance in an employment setting. I.6 Trainee observes a film showing the firing of a late arriving worker, and discusses the related motives and events underlying the episode. I.7 Trainee observes a panel discussion among minority group members on the topic of how to minimize the negative effects of prejudice on finding employment and getting along on the job. I.8 Trainee participates in role playing and discussion involving the effects of inconsiderate behavior on job success. I.9 Trainee receives individual guidance regarding her (his) progress in demonstrating certain personal traits considered important to getting and keeping a job.

Instructional Unit: Vocational Information I.1

Goal: Trainee will explore available vocational choices along with procedures, requirements, and opportunities inherent in typical jobs within vocations.

Method: Self-instructional Center and Guidance Counseling.

Materials: Self-instructional Center with printed, microfiche, filmstrip, audio, and film loop materials dealing with locally available vocations, job requirements, typical job procedures, pay scales, advancement opportunities, and so forth.

Procedure:

1. Job counselor and Orientation Instructor jointly schedule opportunities for trainee to use Self-instructional Center, so that schedule is appropriately coordinated with other relevant counseling activities (appraisal of test results, trainee interests, etc.).
2. Explain to trainee what the Self-instructional Center is, why it should be used, and how to use it—making sure that trainee is able to use the Center to obtain the information that she (he) desires.
3. Counselor provides guidance and interpretation as needed.
4. Administer "Vocational Assessment Test" at an appropriate point after completion of units I.1 through I.8.

Notes: Scheduling the Center for individual use is important for two reasons: (a) all trainees will probably not be able to use the Center at the same time, and (b) greatest benefit will be derived from the Center if its use is coordinated with other phases of the job counseling activity.

If the recommended self-instructional media are not available, brochures and other printed materials should be provided in a "vocational library" setting.

Instructional Outline: Vocational Information I.1

Instructional Steps / Enabling Requirements	27.1 Know the types of vocations currently available for his (her) present qualifications.	27.2 Know the requirements for entering various occupations open to him (her).	27.3 Know what amounts of time, education, training, and job experience are needed to qualify for different vocations.	27.4 Know what opportunities there are for advancement in his (her) selected vocational field.	27.5 Know the pay levels of jobs currently available to people who have the same level of qualifications as his (her) own.	27.6 Know some of the types of jobs and pay levels he (she) would qualify for if he (she) had additional education or training.
1. Determine possible range of vocational options available to potential enrollee.	x	x	x	x	x	x
2. Procure appropriate materials (and possible mediating devices) to familiarize the enrollee with job requirements, job models, pay scales, and potential opportunities.	x	x	x	x	x	x
3. Schedule times when the Self-instructional Center will be available.						
4. Explain purpose and use of Center to trainees.	x	x	x	x	x	x
5. Provide individual guidance as needed.	x	x	x	x	x	x
6. Provide continual updating of materials.	x	x	x	x	x	x

Instructional Unit: Long and Short Term Goals I.2

Goal: Trainee will be able to recognize the differences between long and short term vocational goals.

Method: Discussion.

Materials: None.

Procedure:

1. Instructor explains what is meant by "long and short term vocational goals," and gives an example of each.
2. Group is asked to suggest more goals of each type that are listed on the blackboard.
3. Group discusses the relative merits of the two types of vocational goals from the standpoint of which type is most likely to satisfy personal goals.
4. Instructor reinforces, as appropriate, comments that tend to favor the advantages of long term vocational goals.

Notes: Examples of long term vocational goals include: advancement opportunities, job security, self-fulfilling work, and good fringe benefits. Examples of short term vocational goals include: immediate job availability, starting pay, convenient working hours and work location, and low entry requirements.

Instructional Outline: Long and Short Term Goals I.2

Instructional Steps				Enabling Requirements
1. Describe meaning of long and short term goals (providing concrete examples).	2. Use group to generate a list of long and short term goals.	3. Discuss relative merits of two lists.	4. Reinforce merits of long term goals.	
				28.1 Know the range of vocations and trainable potential available for him (her) as assessed by a competent vocational guidance person.
				28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.
×	×	×	×	28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.
×	×	×	×	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required.
×	×	×	×	28.5 Know the advantages and disadvantages of jobs for which more education, training, or a higher level of skill is required.
				28.6 Know what types of education and training are currently available.
				28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation.
×	×	×	×	28.8 Know what personal characteristics must be changed, and how much they must be changed, to advance in a given vocation.

Instructional Unit: Aptitudes and Interests I.3

Goal: Trainee will know the importance of making tests work for her (him) in the process of evaluating available vocational and training options.

Method: Tutoring by Guidance Counselors.

Materials: Appropriate vocational guidance test scores (GATB, SAT, interest tests, vocational preference scales, etc.).

Procedure:

1. Counselor explains his role as that of providing assistance in vocational selection.
2. Counselor explains how test information is used in the vocational selection process; then interprets trainee's scores and relates them to vocational options.
3. Counselor assists trainee in exploring available avenues of employment and training, along with potential social and economic benefits.

Notes: This unit should be completed for all trainees before I.4 is undertaken.

Instructional Outline: Aptitudes and Interests I.3

Instructional Steps \ Enabling Requirements	28.1 Know the range of vocations and training potentially available for him as assessed by a competent vocational guidance person.	28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.	28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required.	28.5 Know the advantages and disadvantages of jobs for which more education, training, or a higher level of skill is required.	28.6 Know what types of education and training are currently available.	28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation.	28.8 Know what personal characteristics must be changed, and how much they must be changed, to advance in a given vocation.
1. Acquire appropriate vocational guidance scores.		x	x					
2. Interpret these scores to trainee.		x	x					
3. Show trainee how test scores are used by employers.		x	x					
4. Suggest appropriate vocational options to trainee.	x		x		x			
5. Explore consequences of selecting various options.	x	x	x	x	x			

Instructional Unit: Goal Setting I.4

Goal: Trainee will reevaluate his (her) own vocational goals from the standpoint of their realistic qualities.

Method: Rap Session.

Materials: None.

Procedure:

1. Instructor states that all trainees have completed a vocational guidance session with the job counselor and that the counselor has reported that some of the group members have set unrealistic goals—some much too high, and others much too low.
2. Instructor breaks group into small groups to discuss their reactions to the job counselor's judgments.
3. A discussion leader (preferably not the instructor) will guide each group in verbalizing their positive or negative reactions to the counselor's advice and in exploring the feelings that this experience evoked.
4. Trainee will be encouraged to realistically reevaluate her (his) own vocational goals within a supportive environment.

Notes: This session should not be conducted in the presence of the counselor.

This unit is related to Module H: Self Concept.

Instructional Outline: Goal Setting I.4

Instructional Steps	Enabling Requirements 28.1 Know the range of vocations and training potentially available for him (her) as assessed by a competent vocational guidance person.	28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.	28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required.	28.5 Know the advantages and disadvantages of jobs for which more education, training, or a higher level of skill is required.	28.6 Know what types of education and training are currently available.	28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation.	28.8 Know what personal characteristics must be changed, and how much they must be changed, to advance in a given vocation.
1. State that counselor has indicated that many of their goals were not realistic.	x	x	x		x			
2. Begin rap session by exploring positive and negative reactions to counselor and to counselor's judgments.	x	x	x		x			
3. Direct group toward realistic goal setting behavior.	x	x	x		x			

Instructional Unit: Personal Appearance I.5

Goal: Trainee will know the importance of personal appearance in enhancing employability and in furthering one's vocational goals.

Method: Film and Discussion.

Materials: An open-end film showing an episode in the purchasing of a used car. Two cars shown will differ in basic quality (unknown to the prospective buyer); and although neither has any *apparent* mechanical defect, the inferior one has a much better appearance.

Procedure:

1. Instructor shows film without any introductory comments.
2. Group discusses the point of the film and the criteria that most of us use in selecting a car.
3. Instructor (discussion leader) then shifts the discussion to the effects of personal appearance on getting a job and advancement opportunities.

Notes: As an alternative to the film, an open-end tape recording could be made enacting a discussion between a personnel manager and one of his interviewers regarding the hiring of one of several applicants. The concept of personal appearance is brought into the dialogue at several points. The group then discusses who they think will get the job and why.

This unit is related to Module J: Grooming.

Instructional Outline: Personal Appearance I.5

Instructional Steps / Enabling Requirements	28.1 Know the range of vocations and training potentially available for him (her) as assessed by a competent vocational guidance person.	28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.	28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required.	28.5 Know the advantages and disadvantages of jobs for which more education, training, or a higher level of skill is required.	28.6 Know what types of education and training are currently available.	28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation.	28.8 Know what personal characteristics must be changed, and how much they must be changed, in order to advance in a given vocation.
1. Prepare or procure appropriate film.							x	x
2. Show the film.							x	x
3. Have group discuss the meaning of the film.							x	x
4. Shift discussion to effects of personal appearance on getting a job and on advancement opportunities.							x	x

Instructional Unit: Promptness I.6

Goal: Trainee will know the importance of promptness to success on the job.

Method: Film and Discussion.

Materials: Film depicting a work situation at the beginning of the work day. The work situation involves a five-man assembly line operation in which a product is begun by person no. 1, modified by person no. 2, further modified by person no. 3, etc. Person no. 4 is missing, so no. 5 is doing no. 4's work, plus his own. The product is beginning to pile up. The supervisor sees the delay, finds out no. 4 is late, and asks no. 3 to help no. 5 do no. 4's job. Work still piles up. The plant manager arrives to see what the trouble is, and in anger exerts pressure on the supervisor. Finally, no. 4 arrives to be greeted by a furious supervisor, is promptly fired and a replacement called for.

Procedure:

1. Instructor states that certain personal characteristics can seriously jeopardize one's success on a job, and that the film will explore one of these.
2. Show film.
3. Instructor or group leader poses the following questions for discussion: (1) Did it really matter whether or not person no. 4 was late? (2) Was the supervisor justified in getting angry? (3) Was the supervisor justified in firing no. 4? (4) In real life would many supervisors fire such a person if he could (regardless of whether the anger was justified)? (5) What could a worker do to prevent this? (6) Is promptness important on all jobs? (7) What steps should be taken when tardiness cannot be avoided?

Notes: This episode could be role-played if a film cannot be made. A weaker alternative would be for the instructor to relate the episode as a case history for discussion.

This unit is very closely related to Module P: Job Performance, and should probably be combined with P.1 if Module P is included in training.

Instructional Outline: Promptness I.6

Instructional Steps	28.1 Know the range of vocations and trainable potential available for him as assessed by a competent vocational guidance person.	28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.	28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required.	28.5 Know the advantages and disadvantages of jobs for which more education, training or a higher level of skill is required.	28.6 Know what types of education and training are currently available.	28.7 Know the ways in which certain personal characteristics influence achieving success or failure in a given vocation.	28.8 Know what personal characteristics must be changed, and how much they must be changed, to advance in a given vocation.
	Enabling Requirements							
1. Prepare or procure appropriate film.							x	x
2. State purpose of film.							x	x
3. Show film.							x	x
4. Discuss the film and the importance of promptness in many jobs.			x				x	x
5. Formulate steps to be taken to avoid tardiness, and what should be done if tardiness is unavoidable.			x				x	x

Instructional Unit: Prejudice I.7

Goal: Trainee will know how to minimize the negative effects of prejudice on successful employment.

Method: Panel Discussion.

Materials: Videotape or live presentation of a panel discussion among members of locally relevant minority group(s). Panel should be composed of members who can speak from a background of successful employment experiences and who are perceived as reasonably similar to the trainee audiences. Discussion will cover the local situation with regard to how racism currently affects job opportunity and inter-personal behavior on the job. Emphasis will be given to constructive ways of circumventing the negative aspects of prejudice.

Procedure:

1. Instructor introduces the panel and explains its purpose.
2. Present the panel discussion.
3. Group is encouraged to question the panel (if live), discuss their reactions to the subject, and formulate constructive methods of dealing with potential employment-related incidents of prejudice.

Notes: This unit can be expanded by including two group discussion plans on prejudice (minority group and sex) which are available in *Planning Models for Group Counseling,* New York State Education Dept., Albany, N.Y., Bureau of Continuing Education Curriculum Services, 1969. ERIC document ED 045 934.

Instructional Outline: Prejudice I.7

Instructional Steps / Enabling Requirements	28.1 Know the range of vocations and trainable potential available for him as assessed by a competent vocational guidance person.	28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.	28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required.	28.5 Know the advantages and disadvantages of jobs for which more education, training, or a higher level of skill is required.	28.6 Know what types of education and training are currently available.	28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation.	28.8 Know what personal characteristics must be changed, and how much they must be changed, in order to advance in a given vocation.
1. Procure panel (film, live, or videotapes).							x	
2. State purpose of panel.							x	
3. Have panel presentation.							x	
4. Discuss constructive ways to circumvent negative aspects of prejudice with particular emphasis on job success.							x	

Instructional Unit: Inconsiderate Behavior I.8

Goal: Trainee will know how inconsiderate behaviors can affect job success.

Method: Role Playing and Discussion.

Materials: A role-playing situation simulating a work setting (e.g., a group of clerk typists) in which one or two among a group of employees continually demonstrate inconsiderate (selfish, annoying, uncooperative) behaviors. Negative reactions to these behaviors are played by fellow workers and a supervisor.

Procedure:

1. Instructor describes various common types of inconsiderate behavior, and enlists group to participate in a role-playing exercise demonstrating some of these behaviors.
2. Assigns roles and conducts role-playing exercise.
3. Group discusses the reactions they experienced or observed, and relates them to the issue of job success.

Notes: The Department of Labor manual, *Role Modeling, Role Playing,* referenced in Module H, is an excellent guide to the development and conduct of role playing.

This Unit is closely related to Module H: Self Concept, and Module R: Working Relations.

Instructional Outline: Inconsiderate Behavior I.8

Instructional Steps \ Enabling Requirements	28.1 Know the range of vocations and trainable potential available for him (her) as assessed by a competent vocational guidance person.	28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.	28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.	28.4 Evaluate the social and economic effects on self and family members if prerequisite education or training is required.	28.5 Know the advantages and disadvantages of jobs for which more education, training or a higher level of skill is required.	28.6 Know what types of education and training are currently available.	28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation.	28.8 Know what personal characteristics must be changed, and how much they must be changed, to advance in a given vocation.
1. Plan appropriate role play.							x	x
2. Define inconsiderate behaviors by examples; state purpose of role play.							x	x
3. Assign characters in role play, explaining exactly what is expected of them.							x	x
4. Conduct role play.							x	x
5. Discuss roles, various attitudes evoked by them, and relate these attitudes to job success.							x	x

Instructional Unit: Improving Personal Traits I.9

Goal: Trainee will know what personal traits must be changed in order to become successfully employed and to advance in a given vocation.

Method: Individual Guidance by Staff.

Materials: None.

Procedure:

1. Instructor schedules individual guidance sessions early in Orientation Training and again at the end of training. The first round of sessions should be conducted soon after completion of Instructional Units pertaining to job-relevant personal traits. (This means that these units will have to be covered early in training.)
2. In a group session immediately prior to the first round of individual guidance sessions, the instructor explains that it is hoped all have learned the importance of various personal traits such as punctuality, personal appearance, cooperation, and self-confidence, to success on the job. Furthermore, that, from now on, each of them is expected to begin exercising these traits through practical application in training. This means that they will be expected to view Orientation Training as they should a regular job—to be on time for training, be well-groomed, and participate actively and constructively in the daily sessions.
3. Instructor answers any general questions, and then states that he would like to speak briefly with each of them individually.
4. During individual guidance sessions, instructor first reaffirms what was said in the group session, reassures trainee that the only purpose is to help her (him) get and keep a job, and then appraises the trainee of her (his) present performance relative to these important personal traits. Although this appraisal will be based on only a few days of observation, every effort should be made to point out and reinforce as many instances of desirable behavior as possible (always been on time, well-groomed, etc.); obvious weaknesses should be pointed out and illustrated by specific examples. Positive and manageable actions should be proposed to the trainee as needed.
5. Throughout the rest of Orientation Training, the instructor will give additional individual guidance and support as needed to develop the desired personal characteristics.
6. At the end of Orientation Training, a final round of individual appraisal and guidance sessions will be held.

Notes: This unit is closely related to Module P: Job Performance, and is recommended for use in combination with P.2.

Instructional Outline: Improving Personal Traits I.9

Instructional Steps / Enabling Requirements	28.1 Know the range of vocations and trainable potential available for him as assessed by a competent vocational guidance person.	28.2 Recognize that test instruments are used to assess personal strengths and weaknesses in relation to employability.	28.3 Know what differences there are between present capabilities and the qualifications required for different vocational choices.	28.4 Evaluate the social and economic effects of self and family members if prerequisite education or training is required.	28.5 Know the advantages and disadvantages of jobs for which more education, training, or a higher level of skill is required.	28.6 Know what types of education and training are currently available.	28.7 Know the ways in which certain personal characteristics influence achievement of success or failure in a given vocation.	28.8 Know what personal characteristics must be changed, and how much they must be changed, in order to advance in a given vocation.
1. Schedule individual guidance sessions.							x	x
2. Explain in group session the importance of improving personal traits through daily application.							x	x
3. Conduct first-round individual guidance sessions.							x	x
4. Monitor individual improvement throughout WIN training.							x	x
5. Conduct final-round individual guidance sessions.							x	x

TESTS

Vocational Assessment Test (Part I)

Below are 17 statements describing characteristics of various vocations. If you were choosing between vocations, which of these characteristics would you consider to be the more important ones? Please show how important each of these is to *you* by numbering them in order of importance. Do it this way:

- Read over all 17 statements and then ask yourself, "Which one would I *most* look for if I were choosing between two vocations?" Write the number 1 beside that statement.
- Then look over the other 16 asking yourself, "Which is next most important to me?" Write a 2 next to that statement.
- Continue this way until you have all of the statements numbered in order of importance to you.

_____ a. Offers good security (little or no chance of being laid off).

_____ b. Offers good opportunity for advancement to higher paying jobs.

_____ c. Has good physical working conditions (indoors, few safety hazards, no bad odors, etc.).

_____ d. There are many job openings within the vocational area.

_____ e. Allows a person to use his (her) abilities to read, write, and think.

_____ f. Has good starting pay.

_____ g. Has low physical demands (no heavy lifting, bending, etc.).

_____ h. Allows a person to use his (her) ability to deal with other people.

_____ i. Offers additional training or education that is necessary to working in the vocation.

_____ j. Offers regular and normal working hours (no night or weekend work).

_____ k. Allows a person to work with his (her) hands most of the time.

_____ l. Allows a person some freedom to work at his (her) own pace (no hard deadlines).

_____ m. Requires little or no previous experience.

_____ n. Allows a person to work alone most of the time (minimum supervision and contact with other people).

_____ o. Has good fringe benefits (paid holidays, retirement plan, hospitalization insurance, etc.).

_____ p. Has no barriers to employment or job advancement such as race, sex, age, or physical handicap.

_____ q. Offers work that is meaningful and dignified.

Scoring: Vocational Assessment Test (Part I)

NOTE TO SCORER: In the scoring guidelines below, a "high" rating means one with a low number; that is, 1 is highest and 17 is lowest.

Considered potential as well as present job opportunities?

Of the four items, (a), (b), (i), and (o), pick out the three rated highest. Is the total of these three equal to, or less than, the total of items (d), (f), and (m)?

_____ Yes _____ No

Considered staff appraisals of personal characteristics?

If, in the judgment of the staff, the enrollee is weak in interpersonal skills, did enrollee rate item (h) as 9 or lower?

_____ Yes _____ No

If, in the judgment of the staff, the enrollee is weak in ability to work under pressure or in meeting deadlines, did enrollee rate item (i) as 9 or lower?

_____ Yes _____ No

Considered staff appraisals of aptitudes?

If, in the judgment of the staff, the enrollee is weak in academic aptitudes (mental ability, reading, and writing), did enrollee rate item (e) as 9 or lower?

_____ Yes _____ No

If, in the judgment of the staff, the enrollee is weak in manual dexterity abilities, did enrollee rate item (k) as 9 or lower?

_____ Yes _____ No

Vocational Assessment Test (Part II*)

The chart below lists information for three vocations. For the purpose of this exercise, *suppose* that these three vocations are the only ones with job openings, and that you must choose one. Carefully read over all information for all three vocations, evaluate each vocation and then choose the one that you *most like and are best suited for.* Space is given following the chart for you to record your choice along with some of the important facts that you considered in making your choice.

Vocations

Characteristics	Nurse Aid	Clerk-Typist	Bookkeeper
Typical Job Duties	Cares for personal physical needs of patients. Serves meals, makes beds, gives bath and pills. Takes temperature, uses and sterilizes equipment.	Types reports, letters, forms. Sorts and files records. Sorts mail, answers telephone, acts as receptionist. Uses adding and postage machines.	Records amounts of money paid out and received. Inventories stock and orders, balances books, operates business machines, keeps time cards, calculates wages.
Working Hours and Days	40 hours per week, in 8-hour shifts, day and night, 7 days per week.	37½–40 hours per week, daytime only, usually weekdays only.	40 hours per week, daytime only, usually weekdays only.
Working Conditions and Environment	Inside hospital or nursing home; odors and sights of illness and medicines.	Inside office; confined to typing desk much of the time.	Inside office; confined to writing desk much of the time.
Typical Physical Demands of the Job	Much walking, standing, lifting, kneeling, carrying, reaching, and handling.	Much sitting and some walking, carrying, reaching, and handling.	Much sitting, limited walking.
Types of Contacts with People	Direct contact with sick or injured, works closely with L.P.Ns., Clerks, and Registered Nurses.	Answers telephone and in-person questions, makes referrals, works closely with supervisor and office staff.	Works alone much of the time, but also works with other office personnel.

(Continued)

*NOTE TO TESTER: This test is a sample. In making up a final form of the test, use vocations that are relevant and realistic from the standpoint of the local job market; you should carefully validate the characteristics listed for each vocation. Also, you may wish to include more than three options.

Vocational Assessment Test (Part II) *(Continued)*

Characteristics	Nurse Aid	Clerk-Typist	Bookkeeper
Minimum Aptitude Test Requirements	At least low-average abilities for: (G) general learning and reasoning; (V) using and understanding words and ideas; and (K) accurate and rapid use of eyes, hands, and fingers.	Average abilities for: (G) learning and reasoning. High-average abilities for: (P) identifying objects and forms of different sizes and shapes; (K) using eyes, hands, and fingers; (Q) identifying words, letters, and numbers.	High-average abilities for: (G) learning and reasoning; (N) using and understanding arithmetic. At least average abilities for: (V) using and understanding words and ideas.
Minimum Education and Training Required	10th grade functioning *plus* 3-6 months special training.	High school or G.E.D. Certificate *plus* 6-12 months special training.	High school or G.E.D. Certificate *plus* Business School or Junior College, or 1-2 years special training.
Previous Work Experience Required	None.	None.	None.
Special Requirements for Success in the Job	Patience with others, understanding, emotional stability, tact, dependability, good health.	Accuracy, neatness, ability to concentrate in the midst of many distractions. Friendly, tactful manner, attractive personality, and neat grooming.	Accuracy, neatness, ability to concentrate on details for long periods of time, good eyesight; enjoy working with numbers independently and responsibly.
Beginning Pay Level	$70-$75 per week.	$65-$70 per week.	$90-$110 per week.
Advancement Opportunities	Limited without additional training.	Some with experience or additional training.	Some with experience or additional training.
Typical Fringe Benefits	4-6 paid holidays, 2 weeks paid vacation, sick leave. Group health and accident insurance. Two 15-minute coffee breaks, 30-60 minute lunch.	6-10 paid holidays, 2 weeks paid vacation, sick leave. Group health and accident insurance, retirement benefits. Two 15-minute coffee breaks and 30-60 minute lunch	6-10 paid holidays, 2 weeks paid vacation, sick leave. Group health and accident insurance, retirement benefits. Two 15-minute coffee breaks and 30-60 minute lunch.

(Continued)

Vocational Assessment Test (Part II) *(Continued)*

Characteristics	Nurse Aid	Clerk-Typist	Bookkeeper
Types of On-the-Job Advancement Training Opportunities	Almost no hospitals, clinics, or nursing homes provide in-service training, work shops, or other educational programs for Nurse Aids.	Very few business or private offices provide in-service advancement training for Clerk-Typists. Some public agencies offer rather limited opportunities.	In-service or on-the-job advancement training is generally not offered to Bookkeepers by their employers.
Job Openings and Chances of Lay-Off	Some openings and no seasonal lay-offs.	Some openings and few, if any, seasonal lay-offs.	Some openings and no seasonal lay-offs.
Barriers Based on: Sex, Race, Age, and so forth.	Women preferred; open to minorities; age limits from 18 to about 55.	Women preferred; open to minorities; age limits from 18 to about 55.	Men or women; open to minorities; age limits from 18 to about 50.

Vocational Assessment Test (Part II) *(Continued)*

1. Which of the vocations have you chosen as the best for you? _____

2. What two things does the vocation offer that you most like?

_____

_____

3. What personal abilities do you have that make you well-suited for this vocation?

_____

_____

_____

4. What limitations do you have that may need to be overcome in order for you to be successful in this vocation?

_____

_____

_____

Scoring: Vocational Assessment Test (Part II)

Were the two things enrollee most liked about the chosen vocation (Question 2) also rated as important (rating of 6 or higher) among the list of 17 items rated in Part I of the test?

_____ Yes _____ No

Do the personal abilities that enrollee listed in Question 3 generally correspond to staff appraisal of the enrollee's strengths?

_____ Yes _____ No

Are the limitations listed by enrollee in Question 4 ones that, in the judgment of the staff, *can* be overcome by the enrollee?

_____ Yes _____ No

In the judgment of the staff, will enrollee be able to meet the education/training requirements for the chosen vocation?

_____ Yes _____ No

Did enrollee fail to list any limitations (other than education/training) in Question 4 that in the staff's judgment *cannot* be overcome by enrollee, and that would substitute a possible barrier to success in the chosen vocation?

_____ Yes _____ No

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535 N. Dearborn Street
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14 Street and Constitution Avenue, N.W.
Washington, D.C. 20210

U.S. Department of Labor
Women's Bureau
14 Street and Constitution Avenue, N.W.
Washington, D.C. 20210

MODULE J: GROOMING AND HYGIENE

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
29. Given adequate bathing facilities and limited monetary resources with which to purchase basic hygiene supplies, enrollee will clean teeth, hair, skin, and nails. Enrollee's teeth, hair, skin, and nails should be routinely cleaned and free from disease.	Enrollee must: 29.1 Know how to use effective methods of brushing teeth and washing hair and skin. 29.2 Know what types of products are effective for cleaning teeth and washing hair and skin. 29.3 Know what standards to use in judging how clean nails, teeth, hair, and skin are to be kept. 29.4 Know normal precautions to be observed in the cleaning of teeth, mouth, hair, and skin.	J.1 Female trainee observes a film on minimal hygiene, a demonstration by a cosmetologist, and discusses relevance of personal grooming and hygiene to job success.
30. Given a social or work situation and the capability to clean teeth, hair, skin, and nails, enrollee will maintain an awareness of body condition acceptable to others. Enrollee should demonstrate awareness by the following actions: (a) recognizes the barriers to employment that may result from poor taste in grooming, (b) recognizes that job requirements may place limitations on personal choice concerning grooming and hygiene, (c) routinely keeps teeth, hair, skin, and nails clean and free from offensive odor.	Enrollee must: 30.1 Know what standards people use in judging the appearance of others. 30.2 Know consequences of not meeting the standards of appearance used by others. 30.3 Know how to improve personal appearance enough to meet the standards used by employers, other employees, and associates.	

J

Instructional Unit: Grooming and Hygiene J.1

Goal: Female trainee will be able to practice good grooming and minimal hygiene.

Method: Film, Demonstration, and Discussion.

Materials: Film showing minimal hygiene measures, such as cleaning of teeth, hair skin, and nails.

Guest speaker: A cosmetologist with necessary props and materials.

Procedure:

1. Introduce and show the film.
2. Instructor introduces cosmetologist who assists in leading a discussion of the film.
3. Cosmetologist demonstrates how to use make-up, then discusses grooming and personal appearance (including overweight).
4. Cosmetologist answers questions from the group.
5. Group discusses what employers expect in the way of personal appearance of employees.
6. Administer "Personal Cleanliness Test" and "Awareness of Personal Appearance Test."

Notes: Lecture and discussion would be a weaker alternative to this instructional method.

For male enrollees, a similar approach could be followed; however, a successfully employed and appropriately appearing peer should be used to demonstrate and discuss essential grooming and hygiene factors of relevance to employers.

This unit is closely related to Personal Appearance I.5.

Instructional Outline: Grooming and Hygiene J.1

Instructional Steps / Enabling Requirements	29.1 Know how to use effective methods of brushing teeth and washing hair and skin.	29.2 Know what types of products are effective for cleaning teeth and washing hair and skin.	29.3 Know what standards to use in judging how clean nails, teeth, hair, and skin are to be kept.	29.4 Know normal precautions to be observed in the cleaning of teeth, mouth, hair, and skin.	30.1 Know what standards people use in judging the appearance of others.	30.2 Know consequences of not meeting the standards of appearance used by others.	30.3 Know how to improve personal appearance enough to meet the standards used by employers, other employees, and associates.
1. Select film.	x	x	x	x	x	x	x
2. Select cosmetologist.		x	x	x	x	x	x
3. Introduce film.	x	x	x	x	x	x	x
4. Introduce cosmetologist.		x		x	x	x	x
5. Demonstrate use of make-up.					x	x	x
6. Discuss grooming and overweight.	x	x	x		x	x	x
7. Discuss employer expectations.	x		x		x	x	x

TESTS

Personal Cleanliness Test

Using the information presented in class, make your own checklist of things that you should do to clean your teeth, hair, skin, and nails.

Then use your checklist for the next five mornings to record your grooming routine and the condition of your teeth, hair, skin, and nails.

Scoring: Personal Cleanliness Test

1. Does enrollee's checklist indicate a high degree of cleanliness for each of the four body areas named?

   _____ Yes _____ No

2. Does enrollee's checklist show that a personal cleaning and grooming routine was conducted every day?

   _____ Yes _____ No

Personal Grooming and Hygiene Test

Part I

Mrs. A and Mrs. B are being interviewed for a job opening on the assembly line in a large factory. They both seem to be equally qualified. However, Mrs. A reported to the personnel office with dirt under her fingernails, her hair dirty and having a stale, sweaty odor, six-month's growth of hair on her legs, and a strong odor of yesterday's coffee and onions on her breath. Mrs. B, on the other hand, reported with clean fingernails, clean and neat hair, shaved legs, and wearing a pleasantly scented deodorant.

Which of these two women would have the best chance of getting the job? And why?

(check one) Mrs. A _____ Mrs. B _____

Why? _____

_____

_____

_____

Scoring: Personal Grooming and Hygiene Test

Part I

1. Did enrollee check Mrs. B? _____ Yes _____ No

2. Did enrollee's answer to "why" indicate an awareness that "poor" grooming and body conditions may be a barrier to obtaining a job, even when the actual work itself does not *directly* require attention to personal appearance?

   _____ Yes _____ No

Personal Grooming and Hygiene Test

Part II

Mrs. C is employed as a machine operator in a food canning factory. The machine has many moving parts. The food itself is uncovered until the cans are closed and sealed.

Below are listed some restrictions that *might* be placed on Mrs. C's personal grooming and hygiene habits. Which ones do you think *would* be required? (Check *only* those that would be required.)

_____ 1. Must keep head (or hair) covered.
_____ 2. Must keep hair clean and neat.
_____ 3. Must wear loose, long sleeved clothing.
_____ 4. Must wash hands before starting to work.
_____ 5. Must not wear ear rings.
_____ 6. Must not wear fingernail polish.
_____ 7. Must bathe or shower every day.

Scoring: Personal Grooming and Hygiene Test

Part II

1. Did enrollee check items no. 1, 2, 4, and 7? _____ Yes _____ No

2. Enrollee did *not* check items no. 3, 5, and 6. _____ Yes _____ No

Personal Grooming and Hygiene Test

Part III

Mrs. D is employed as a receptionist and clerk-typist in a small office. Most of the day she works at a desk, greeting the public, answering the telephone, and typing.

Of the restrictions below that might be placed on Mrs. D's personal grooming and hygiene habits, which ones do you think *would* be required. (Check only those that would.)

_____ 1. Must keep hair clean, neat, and free of dandruff.
_____ 2. Must keep hands and fingernails clean and well-manicured.
_____ 3. Must bathe and use deodorant every day.
_____ 4. Must not wear earrings or finger rings.
_____ 5. Must not wear makeup or perfume.
_____ 6. Must shave legs regularly.
_____ 7. Must not wear nail polish.

Scoring: Personal Grooming and Hygiene Test

Part III

1. Did enrollee check items no. 1, 2, 3, and 6? _____ Yes _____ No

2. Enrollee did *not* check items no. 4, 5, and 7. _____ Yes _____ No

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New York, New York 10016

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20 North Wacker Drive
Chicago, Illinois 60606

American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Dietetic Association
620 N. Michigan Avenue
Chicago, Illinois 60611

American Medical Association
535 N. Dearborn Street
Chicago, Illinois 60610

Family Service Association of America
44 East 23 Street
New York, New York 10010

Food and Nutrition Service
Office of Information
500 12 Street, S.W.
Washington, D.C. 20250

Johnson and Johnson
New Brunswick, New Jersey 08903

National Council on the Aging
Suite 504
1828 L Street, N.W.
Washington, D.C. 20036

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

National Fire Protection Association
60 Batterymarch Street
Boston, Massachusetts 02110

National Safety Council
425 N. Michigan Avenue
Chicago, Illinois 60611

Planned Parenthood--World Population
515 Madison Avenue
New York, New York 10022

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

U.S. Department of Health, Education and Welfare
National Clearinghouse for Mental Health Information
National Institute of Mental Health
5454 Wisconsin Avenue
Bethesda, Maryland 20015

U.S. Department of Labor
Women's Bureau
14 Street and Constitution Avenue, N.W.
Washington, D.C. 20210

MODULE K: JOB SEARCHING

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
31. Given the needed qualifications and capabilities to enter into a permanent job role, access to a telephone, newspapers, and a means of transportation, enrollee will find potential job openings. Enrollee should identify at least one existing job opening that offers an entry level wage at or above the "legal minimum" and that is commensurate with his (her) skills, ability, interest, etc.	Enrollee must: 31.1 Know the names of people, agencies, and other sources of information on job openings. 31.2 Know how and where to contact people, agencies, and other sources of information on job openings. 31.3 Know what steps need to be taken to obtain information on job openings. 31.4 Know the advantages and limitations of using different types of sources of job information. 31.5 Know how to use the classified want ad sections of newspapers.	K.1 Trainee receives an "Employment Resources List" and an explanation of the various resource agencies provided. K.2 Trainee observes a model approach to job searching and contacting a potential employer, then practices this by contacting simulated employers by telephone.
32. Given knowledge of the existence of a suitable job opening, access to a telephone, and a means of transportation, enrollee will make initial contact with the potential employer. Enrollee should: (a) set up an appointment with the employer for completing a job application and for an interview, (b) make all necessary preparations prior to the scheduled appointment, (c) arrive at the appointed time.	Enrollee must: 32.1 Know the steps to take to arrange for initial contact with the potential employer. 32.2 Know how to arrange appointments for job applications and interviews. 32.3 Know how to conduct himself (herself) during the initial contact. 32.4 Know types of information to obtain while arranging for first appointment. 32.5 Know types of preparation to make before going to appointments.	

K

Instructional Unit: Employment Resources K.1

Goal: Trainee will know of the various employment service agencies and the major local employers.

Method: Handout.

Materials: "Employment Resources List" containing names, addresses, and telephone numbers of the major employers in the local area, the employment agencies, and the employment services that provide assistance in locating jobs, and also agencies that provide counseling and other employment-related services.

Procedure:

1. Instructor states that the group will receive information concerning agencies that can provide assistance in locating employment.
2. Distributes "Employment Resources List."
3. Instructor describes each agency including the type of assistance each provides and the qualifications for receiving assistance from each.
4. Instructor answers questions concerning any additional information that is not provided in the list.

Notes: Information in the "Employment Resources List" should be included in the Community Resources Handbook (G.3).

Instructional Outline: Employment Resources K.1

Instructional Steps / Enabling Requirements	31.1 Know the names of people, agencies, and other sources of information on job openings	31.2 Know how and where to contact people, agencies, and other sources of information on job openings.	31.3 Know what steps need to be taken to obtain information on job openings.	31.4 Know the advantages and limitations of using different types of sources of job information.	31.5 Know how to use the classified want ad sections of newspapers.
1. Prepare "Employment Resources List" handout.	x	x		x	
2. Distribute and explain contents of handout.	x	x		x	
3. Answer questions concerning related information.	x	x	x	x	

Instructional Unit: Job Searching K.2

Goal: Trainee will make initial contact with potential employers.

Method: Performance Aid, Demonstration, and Practical Exercise.

Materials: Short performance aid listing the critical information to be obtained from a potential employer in the initial contact. This should include: wage, hours, location, general type of work, interview appointment, and documents or special information required for job application.

Employment leads including want ads from local newspapers, employment service listings, and "tips from friends."

Prepared list of job information on hiring status for each employment lead. List should include some "no openings," some "taking applications," and some "hiring immediately." (This information is to be used by mock employer in answering "applicant" calls.)

A practice telephone or telephones, telephone books, and "Employment Resources List."

Procedure:

1. Instructor states purpose of the session and explains that group will practice contacting potential employers.
2. Distributes copies of the performance aid explaining that this may be helpful in remembering to get the important information about a job when contacting a potential employer.
3. Instructor makes two or three simulated calls to potential employers, demonstrating model procedures in contacting employers, acquiring pertinent information about a job opening, and arranging for an interview.
4. Trainee selects two or three potential employers from want ads and other employment leads, and then calls each of the employers. Mock employers at the other end of the extension telephone will respond from the prepared information pertaining to the particular job. Trainee "applicant" should obtain all relevant information about the opening (if there is one) as outlined in the performance aid.
5. Mock employer provides a constructive critique of trainee's telephone manner and completeness of information sought.

Notes: Practice telephones are available from Bell Telephone Company.

The exercise may be conducted one at a time or simultaneously, if resources are available.

Instructional Outline: Job Searching K.2

Instructional Steps / Enabling Requirements	31.1 Know the names of people, agencies, and other sources of information on job openings.	31.2 Know how and where to contact people, agencies, and other sources of information on job openings.	31.3 Know what steps need to be taken to obtain information on job openings.	31.4 Know the advantages and limitations of using different types of sources of job information.	31.5 Know how to use the classified want ad sections of newspapers.	32.1 Know the steps to take to arrange for initial contact with the potential employer.	32.2 Know how to arrange appointments for job applications and interviews.	32.3 Know how to conduct himself (herself) during the initial contact.	32.4 Know types of information to obtain while arranging for first appointment.	32.5 Know types of preparations to make before going to appointments.
1. Prepare job leads list.	x	x		x	x	x				
2. Prepare job information for each lead.				x					x	x
3. Prepare performance aid.			x		x	x	x	x	x	x
4. Procure practice telephones.										
5. Prepare mock employers.			x	x	x		x	x	x	x
6. Distribute and explain performance aid.			x		x	x	x	x	x	x
7. Demonstrate model procedures for contacting an employer.			x	x	x	x	x	x	x	x
8. Practice job searching and telephone contacts.			x	x	x	x	x	x	x	x
9. Provide constructive critique.			x	x	x	x	x	x	x	x

TEST

Job Searching Test—Part I

DIRECTIONS TO TESTER: Each trainee should be given access to classified sections of local newspapers for the past three days, employment service listings, and any other appropriate sources of information about job openings. If, because of a tight job market, this information cannot be realistically provided, simulated listings and want ads should be used.

DIRECTIONS TO TRAINEE: Sort through this information on job openings, and locate at least three suitable job openings for follow-up. Record all information necessary for contacting each potential employer on your list.

Scoring: Job Searching Test—Part I

Did trainee's list of job openings generally reflect her (his) skills, abilities, and aspirations?

_____ Yes _____ No

Did trainee record all information necessary for making initial contact with each potential employer?

_____ Yes _____ No

Job Searching Test—Part II

DIRECTIONS TO TESTER: Prepare fictitious resource information about all jobs that were listed by trainees in Part I. Also arrange for a staff member to act as a mock employer in providing information via telephone. Then, return trainees' lists to them and, using the extension telephone approach, have each trainee make a telephone follow-up on one of the job openings on her (his) list. (This is the same general procedure as was followed in Instructional Unit K.2.)

DIRECTIONS TO TRAINEE: Select one item from your list of possible job openings and contact the employer by telephone. Be sure to get all information needed for initial screening of the job. Then, if the situation seems worthy of follow-up, arrange for an appointment to apply for the job.

Scoring: Job Searching Test—Part II

Did trainee obtain information essential for initial screening of the job opening to include general type of work, approximate wage, hours of work, location, and qualifications required?

_____ Yes _____ No

Did trainee set up an appointment with the employer for job application, and find out about personal information and documents needed for the application process? (If trainee decided *not* to follow-up further on the job opening, did she (he) have an acceptable reason?)

_____ Yes _____ No

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Module K: Job Searching

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U.S. Department of Labor
Bureau of Employment Security
14 Street and Constitution Avenue, N.W.
Washington, D.C. 20210

U.S. Department of Labor
Women's Bureau
14 Street and Constitution Avenue
Washington, D.C. 20210

L

Module L: Job Application

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
33. Given an application form presenting standard employment questions and the use of any printed reference sources, i.e., identity cards, resume, etc., enrollee will print or write the information provided on the application form. Information requested on the application should be: (a) accurate, (b) complete.	Enrollee must: 33.1 Print or write information on application forms. 33.2 Follow printed and verbal directions for filling out application forms. 33.3 Know meanings of terms and abbreviations commonly used on applications. 33.4 Know types of aids that may be taken to place of application to assist in providing requested information. 33.5 Know types of information that are required in filling out application forms. 33.6 Know outcomes of providing inaccurate or incomplete information on the application form.	L.1 Trainee produces a performance aid for use in completing employment application forms.
34. While filling out an application form presenting standard employment questions, enrollee will maintain an awareness of employer criteria used to evaluate an employment application. The completed application form should be: (a) readable, (b) neat and clean.	Enrollee must: 34.1 Legibly record information on an application form. 34.2 Know precautions that need to be taken when providing information on an application form. 34.3 Know standards employers use in judging the manner and method in which applicant gives the required information.	

Instructional Unit: Job Application L.1

Goal: Trainee will produce a performance aid which will enable her (him) to supply the information requested on an employment application form.

Method: Practical Exercise.

Materials: Format for the design of a performance aid based on employment forms used by local organizations most likely to provide jobs. Format should at a minimum include the following categories: name, address (past address), social security number, sex, age (birthdate), marital status, names and related information on children, telephone number, height, weight, education, work experience (name and address of previous employer(s), dates of employment, salary, description of duties, reason for leaving, and name of supervisor), military service, physical condition, list of personal qualifications, leisure time interests, personal references, job applying for, relatives employed here, and who to notify in case of emergency. Format should also include sample entries and appropriate abbreviations.

Necessary personal history records (brought by trainees).

Procedure:

1. Instructor states the purpose of the session by explaining that often one finds job application forms confusing, and that often information is required that the applicant has forgotten. Development of the individual performance aids is related to local employment application forms by giving some examples.
2. Distribute copies of the performance aid format (or otherwise display the format to the group—e.g., overhead projector), and proceed item by item to explain (a) common terms and abbreviations encountered on application forms (e.g., "spouse," "security clearance," "Soc. Sec. No.," etc.), and (b) standard types and form of data to be recorded.
3. Trainee produces a rough draft of her (his) performance aid on an item by item basis as the instructor proceeds through each item on the format. Instructor answers questions and provides individual feedback throughout this process.
4. Discuss employer criteria for evaluating a completed job application form: accuracy, completeness, neatness, and legibility.
5. After completion of the rough draft, the trainee produces a final copy of the performance aid embodying accuracy, completeness, neatness, and legibility.

Notes: This performance aid is basically a comprehensive listing of personal information typically required on job application forms. The information should be properly phrased and formatted, and accompanied by any helpful notes the trainee wishes to make regarding such things as where the information should be placed on a form or what to do if there is too little space provided on the form to record the information. All of this is for use by the enrollee in the actual situation of completing a job application form.

A sample job application form is attached.

Instructional Outline: Job Application L.1

Instructional Steps / Enabling Requirements	33.1 Print or write information on application forms.	33.2 Follow printed and verbal directions for filling out application forms.	33.3 Know meanings of terms and abbreviations commonly used on applications.	33.4 Know types of aids that may be taken to place of application to assist in providing requested information.	33.5 Know types of information that are required in filling out application forms.	33.6 Know outcomes of providing inaccurate or incomplete information on the application form.	34.1 Legibly record information on an application form.	34.2 Know precautions that need to be taken when providing information on an application form.	34.3 Know standards employers use in judging the manner and method in which applicant gives the required information.
1. Develop format and sample entries for performance aids.		x	x	x	x				
2. Verify that necessary personal history records are available to trainee.		x		x	x				
3. State what trainee will be doing and why.		x	x	x	x				
4. Relate job aid, to be filled out by trainee, to local job application forms.		x	x	x	x				
5. Following analysis of each item, have trainee complete rough draft of job aid.		x	x		x			x	
6. Provide feedback on learner performance for each item.		x	x		x			x	
7. Discuss employer criteria for evaluation of job application form.		x	x		x	x	x	x	x
8. Have trainee produce finished copy of job aid.	x	x	x		x		x	x	
9. Provide feedback regarding legibility, accuracy, completeness, and neatness.	x	x	x		x	x	x	x	x

Supporting Material: Job Application L.1

Sample Job Application Form (United States Civil Service Commission)

JOB QUALIFICATIONS STATEMENT

(Complete All Questions)

Budget Bureau
Approved 50-R0051

1. Kind of job you are applying for

2. Announcement number of the job

3. Name *(Last) (First) (Middle) (Maiden, if any)* ☐ Mr. ☐ Miss ☐ Mrs.

4. Birth date *(Month, Day, Year)*

5. Social Security Number

6. Birth Place

7. Telephone number where you can be reached *(include Area Code)*

8. Address *(Street Number or RFD Number, and Street)*

9. *(City or Post Office, State and ZIP Code)*

10. EXPERIENCE— If you are now employed, start with your present job and work back. If you are not now employed, start with your most recent job and work back.
If you are now employed, is it OK to check with your present employer? ☐ Yes ☐ No

(1) Name and address *(including ZIP Code)* of employer	(2) Name and address *(including ZIP Code)* of employer	(3) Name and address *(including ZIP Code)* of employer
Name of your job	Name of your job	Name of your job
What did you do?	What did you do?	What did you do?
Wages: Starting Present Per	Wages: Starting Final Per	Wages: Starting Final Per
Name of your supervisor	Name of your supervisor	Name of your supervisor
Dates of work *(Month and Year)* From: To:	Dates of work *(Month and Year)* From: To:	Dates of Work *(Month and Year)* From: To:

If you need more space to show your work experience or for any other item use a blank sheet of paper and attach it to this form. Put your name, birth date, and kind of job you are applying for at the top of each such sheet.

11. EDUCATION

A. Did you graduate from high school, or will you graduate within the next nine months?

YES	MONTH/YEAR	NO	HIGHEST GRADE COMPLETED

B. Trade Schools attended *(Dates attended, name of school, and subjects studied)*

12. ACTIVE MILITARY SERVICE AND VETERAN PREFERENCE

A. Dates of Active Service
From: To:

B. Branch of Service *(Army, Navy, Air Force, etc.)*

C. Serial or Service Number

D. Kind of Discharge
☐ Honorable
☐ Other

E. Do you claim veteran preference? ☐ YES ☐ NO If your answer is "Yes," check type below:
☐ Five-point preference ☐ Ten-point preference *(Complete and attach Standard Form 15, "Claim for 10 point Veteran Preference")*

13. REFERENCES—Give names of three persons living in the United States who know you well. Do not list names of relatives or of supervisors you gave under item 10 above.

NAME	OFFICE OR HOME ADDRESS	
		ZIP CODE
		ZIP CODE
		ZIP CODE

THE FEDERAL GOVERNMENT IS AN EQUAL OPPORTUNITY EMPLOYER

Standard Form 173 (Formerly SF 60)
U.S. Civil Service Commission July 1968
(173-101)

14. Are you a citizen of the United States? ☐ Yes ☐ No
If "No," give country of which you are a citizen:

15. Answer each part of this question carefully. Admitted past membership and participation in an organization of the type to which this question refers does not by itself disqualify you for Government employment. Consideration will be given to the nature of the organization, the extent of your participation, and any other relevant facts and circumstances.
A. Are you now, or within the last ten years have you been, a member of:
(1) The Communist Party, U.S.A., or any subdivision of the Communist Party, U.S.A.? ☐ Yes ☐ No
(2) An organization that to your present knowledge advocates the overthrow of the constitutional form of government of the United States by force or violence or other unlawful means? ☐ Yes ☐ No
B. *If your answer to Item A(1) or A(2) is "Yes," write your answers to the following questions below or on a separate piece of paper: (1) The name of the organization? (2) The dates of your membership? (3) Your understanding of the aims and purposes of the organization at the time of your membership?*

16. To insure that you are not placed in a position which might impair your health, or which might be a hazard to you or to others, we need information about the following: Do you have, or have you had, heart disease, a nervous breakdown, epilepsy, tuberculosis, or diabetes? ☐ Yes ☐ No
If your answer is "Yes," concerning any one of these, give details:

17. Within the last five years have you been fired from any job for any reason? ☐ Yes ☐ No
18. Within the last five years have you quit a job after being notified that you would be fired? ☐ Yes ☐ No
If your answer to 17 or 18 above is "Yes," give details below. Show the name and address (including ZIP Code) of employer, approximate date, and reasons in each case.

19. Have you ever been convicted of an offense against the law or forfeited collateral, or are you now under charges for any offense against the law? You may omit: (1) traffic violations for which you paid a fine of $30.00 or less; and (2) any offense committed before your 21st birthday which was finally adjudicated in a juvenile court or under a Youth Offender law.) ☐ Yes ☐ No
20. While in the military service were you ever convicted by general court-martial? ☐ Yes ☐ No
If your answer to 19 or 20 is "Yes," give details below. Show for each offense: (1) date; (2) charge; (3) place; (4) court; and (5) action taken. **NOTE.—A conviction does not automatically mean you cannot be appointed. What you were convicted of, and how long ago, are important. Give all of the facts so that a decision can be made.**

ATTENTION: READ THIS PARAGRAPH CAREFULLY BEFORE SIGNING THIS FORM

A false or dishonest answer to any question in this Statement may be grounds for not employing you or for dismissing you after you begin work, and may be punishable by fine or imprisonment. All the information you give will be considered in reviewing your Statement and is subject to investigation. A false answer to Items 15 A or B could deprive you of your right to an annuity when you reach retirement age in addition to the penalties described above.
CERTIFICATION: *I certify that all of the statements made in this Statement are true, complete, and correct to the best of my knowledge and belief and are made in good faith.*

Signature of applicant ..... Date .....

DO NOT WRITE BELOW THIS LINE

☐ Refer for medical action ☐ Medically Eligible ☐ Medically Ineligible (reason):

NOTATIONS	OPTION	GRADE	EARNED RATING	PREFERENCE	AUGM. RATING	
APP. REVIEW				☐ SPT ☐ 10 OTHER ☐ 10 COMP ☐ 10 DIS ☐ BEING INV. INITIALS & DATE		The information in answer to item 12 has been verified with the discharge certificate which shows that the separation from active duty was under honorable conditions. DATE
APPROVED						SIGNATURE AGENCY

★ U.S. GOVERNMENT PRINTING OFFICE : 1968 O—316-470

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TEST

Application Blank Test

DIRECTIONS TO TRAINEE: Fill out the application blank below just as you would if you were applying for a job. You may use any reference material you wish.

APPLICATION FOR EMPLOYMENT
(PLEASE PRINT)

Name _____ Birthdate _____

Address _____ City and State _____

Phone _____ Soc. Sec. No. _____

Sex _____ Height _____ Weight _____ U.S. Citizen? _____

Marital Status _____ Spouse's Name _____

No. of Dependents _____ Ages of Dependents _____

Circle highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 or higher

Other Training or Special Skills _____

_____

Dates of Active Military Service: from _____ to _____

Branch of Service _____ Kind of Discharge _____

Name and Address of Previous Employer _____

_____

Title of Previous Job _____ Dates of Job _____

Job Applying For _____

Expected Pay _____ Shift Preference _____

Name of Any Relative Employed Here _____

Have you any physical handicap, chronic disease, or other disability? _____ If "yes" give details

_____

Have you ever been fired from any job for any reason? _____
If "yes" give employer, date, and reason _____

_____

Have you ever been convicted of a felony? _____ If "yes" give date, charge, place, court, and action taken. _____

Signature of Applicant _____ Date _____

Scoring: Application Blank Test

Did trainee fill out application blank completely? _____ Yes _____ No

Key points to check:

- put something in *every* blank
- put all information asked for in every blank
- left out no implied information (e.g., middle name, zip code, etc.)
- used a minimum of abbreviations
- used only acceptable abbreviations

Did trainee fill out application blank accurately? _____ Yes _____ No

Key points to check:

- understood all questions (as indicated by responses given)
- all questionable responses verified with information in WIN records

Was completed application neat, clean, and legible? _____ Yes _____ No

Key points to check:

- excessive erasures
- printed responses as requested
- no gross misspellings
- all answers can be read understandably

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Module L: Job Application

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What Employers Want, James C. Worthy, Science Research Associates, 259 E. Erie St., Chicago, Ill. 60611. (Reorder #5-514)

A Job For You, Phyllis Dubnick, Steck-Vaughn Co., P.O. Box 2028, Austin, Tex. 78700, 1967.

How to Find and Apply for a Job, Helen J. Keily and R.G. Walters, South-Western Publishing Company, Cincinnati, Ohio, 45200, 1960.

How To Apply For A Job—Women, Kentucky Department Of Economic Security, Bureau of Employment Service, WIN Office, 522 Lampton Street, Louisville, Ky. 40203.

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Washington, D.C. 20210

U.S. Department of Labor
Women's Bureau
14 Street and Constitution Avenue
Washington, D.C. 20210

M

MODULE M: TEST TAKING

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
35. Given the standardized tests that are selected, administered, and interpreted by persons trained in their use, enrollee will maintain an awareness of good test-taking procedures. Awareness should be demonstrated by the following actions: (a) works as rapidly as possible on speed tests, (b) works as accurately as possible on power tests, (c) guesses where appropriate, (d) completes examples and asks questions to clarify misunderstandings, (e) limits penalizing questions or activities during the actual test session to the absolute minimum, and (f) reports any handicaps or distractions that may influence ability to take tests.	Enrollee must: 35.1 Know the consequences of not understanding test instructions. 35.2 Know how to use examples and sample questions and answers to improve test performance. 35.3 Know the types of verbal and printed instructions provided in typical test situations. 35.4 Know the types of provisions made for asking questions in various test situations. 35.5 Know the kinds of scoring procedures used to determine test results. 35.6 Know the factors that affect test results for various types of scoring procedures.	M.1 Trainee listens to a lecture on the major varieties of tests, takes some short sample tests, and discusses the important things to remember when taking tests.
36. Given a series of multiple-choice, true-false, and/or open-ended questions in a test situation, and an understanding of the test instructions, enrollee will respond to the question formats. Enrollee should: (a) answer each question in the prescribed manner, and (b) offer answers to questions of which he is not sure if there is a favorable probability of improving test performance.	Enrollee must: 36.1 Know procedures for making the best choice among alternative answers in taking multiple-choice and true-false tests. 36.2 Know criteria used to score open-ended questions in commonly used tests. 36.3 Know difference between achievement and aptitude (speed and power) tests and how to take each.	
37. Given a test situation involving the use of standardized form(s) for recording answers, enrollee will mark	Enrollee must: 37.1 Know precautions that must be taken when recording answers to test questions.	

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
answers on the answer sheet. Enrollee's answers to specific questions should be marked on the standardized form(s) in the appropriate spaces provided and in a legible manner that is consistent with the scoring technique to be used.		

Instructional Unit: Test Taking M.1

Goal: Trainee will use good test taking procedures on different kinds of tests and on different test formats.

Method: Lecture, Practical Exercise, and Discussion.

Materials: A short "trick" test to illustrate the importance of careful reading of test instructions.

A series of very brief sample tests to illustrate varieties of tests and test formats.

Procedure:

1. Instructor states the general purpose of this session and indicates that it is important to know something about different types of tests because they will be encountered in many job application situations.
2. Instructor administers the "trick" test with no introduction other than a statement indicating that the session will begin with everyone taking a short test.
3. Instructor uses group reaction to this test as a means of illustrating the importance of careful reading and understanding of test instructions to successful performance on tests. It should be emphasized that normal tests are not designed to trick a person as this one was, but that test instructions should *always* be thoroughly understood.
4. Instructor gives an overview of the major varieties or characteristics of tests, including:
   a) performance tests (usually do something with your hands) versus paper-and-pencil tests (usually measure knowledge);
   b) speed tests (do as much as you can in the time allowed) versus power tests (no time limits);
   c) individually versus group-administered tests;
   d) different varieties of paper-and-pencil tests (multiple-choice, true-false, short-answer, etc.); and
   e) ways of recording answers (primarily marking answers on the test versus using answer sheets).
5. Administer a series of brief sample tests to illustrate the major varieties of tests and ways of recording answers. After each sample test, explain the important features it illustrates.
6. Instructor helps the group formulate effective test-taking strategies. Strategies should include such things as:
   a) clarification of instructions regarding time limit on a test;
   b) when to guess on multiple-choice and true-false tests;
   c) moving on through a test, answering easy questions first, then returning to items skipped;
   d) eliminating alternatives on multiple-choice tests;
   e) reporting distractions in the test environment;
   f) keeping track of placement of answers on an answer sheet; etc.
7. Administer "Test-Taking Test."

Notes:

A "trick" test for demonstrating the importance of clearly understanding test instructions follows.

Also included here is a series of brief sample tests for use in the practical exercise. Additional samples of relevant types of tests should be added as appropriate.

Instructional Outline: Test Taking M.1

Instructional Steps / Enabling Requirements	35.1 Know the consequences of not understanding test instructions.	35.2 Know how to use examples and sample questions and answers to improve test performance.	35.3 Know the types of verbal and printed instructions provided in typical test situations.	35.4 Know the types of provisions made for asking questions in various test situations.	35.5 Know the kinds of scoring procedures used to determine test results.	35.6 Know the factors that affect test results for various types of scoring procedures.	36.1 Know procedures for making the best choice among alternative answers in taking multiple-choice and true-false tests.	36.2 Know criteria used to score open-ended questions in commonly used tests.	36.3 Know difference between achievement and aptitude (speed and power) tests and how to take each.	37.1 Know precautions that must be taken when recording answers to test questions.
1. Produce "trick" test.	x									
2. Produce short sample tests.	x	x	x		x	x	x	x	x	x
3. Prepare lecture on types of tests and important precautions in taking tests.	x	x	x	x		x	x	x	x	x
4. Explain why it is important to know how to take tests.	x				x					
5. Administer "trick" test and discuss its implications.	x			x						
6. Deliver lecture.	x	x	x	x		x	x	x	x	x
7. Administer sample tests and discuss points illustrated by each.	x	x	x	x	x	x	x	x	x	x
8. Formulate effective test taking strategies.	x	x x		x	x		x		x	x

SUPPORTING MATERIALS: TEST TAKING

Example of a "Trick" Test Illustrating Importance of Accurate Reading of Test Instructions

"This is a test of your ability to follow directions. You will have five minutes to complete the test. Before you do anything, read all test items carefully. Work as quickly and carefully as possible. READY . . . START." (Instructions should be read aloud by instructor.)

1. Print your full name in the upper right-hand corner of this paper.
2. Put a circle around your last name.
3. Count the number of letters in your last name and put that total in the upper left-hand corner of this paper.
4. Subtract this number from your age and put the answer in the lower left-hand corner of the paper.
5. Write the day of the week below your name.
6. Underline the day of the week.
7. If you are female, skip to item 9.
8. Write down your weight anywhere on the paper that you wish.
9. If you have done everything asked of you so far on this test, raise your hand.
10. Now that you have *read* all of the test items carefully, *write only* your last name at the top of the paper.

Short Sample Tests

I. Sample of a Speed Test (typical of motor skills and perceptual speed tests).

Directions: At the signal, "BEGIN," you will have 30 seconds to print the letters WIN as many times as you can, beginning with space 2. Stop printing as soon as you hear the command, "STOP." Do you have any questions before beginning?

Ready . . . "BEGIN."

1. WIN	9. _____	17. _____
2. _____	10. _____	18. _____
3. _____	11. _____	19. _____
4. _____	12. _____	20. _____
5. _____	13. _____	21. _____
6. _____	14. _____	22. _____
7. _____	15. _____	23. _____
8. _____	16. _____	24. _____

II. Sample of a Multiple-Choice Test (most common type of knowledge test).

Directions: Answer each of the following items by selecting the *one* alternative that *best* answers the question or completes the statement. Record your answer on the attached card by circling the letter corresponding to your choice. (Use only the first four columns of the card.)

1. The WIN Program is run jointly by the Department of Labor and the Department of

   A) Child Welfare.
   B) Education.
   C) Health, Education, and Welfare.
   D) Economic Security.

2. WIN stands for

   A) World In Need.
   B) Working Is Nice.
   C) Women's Initiative Now.
   D) Work Incentive Program.

(Continued)

II. Sample of a Multiple-Choice Test (Continued)

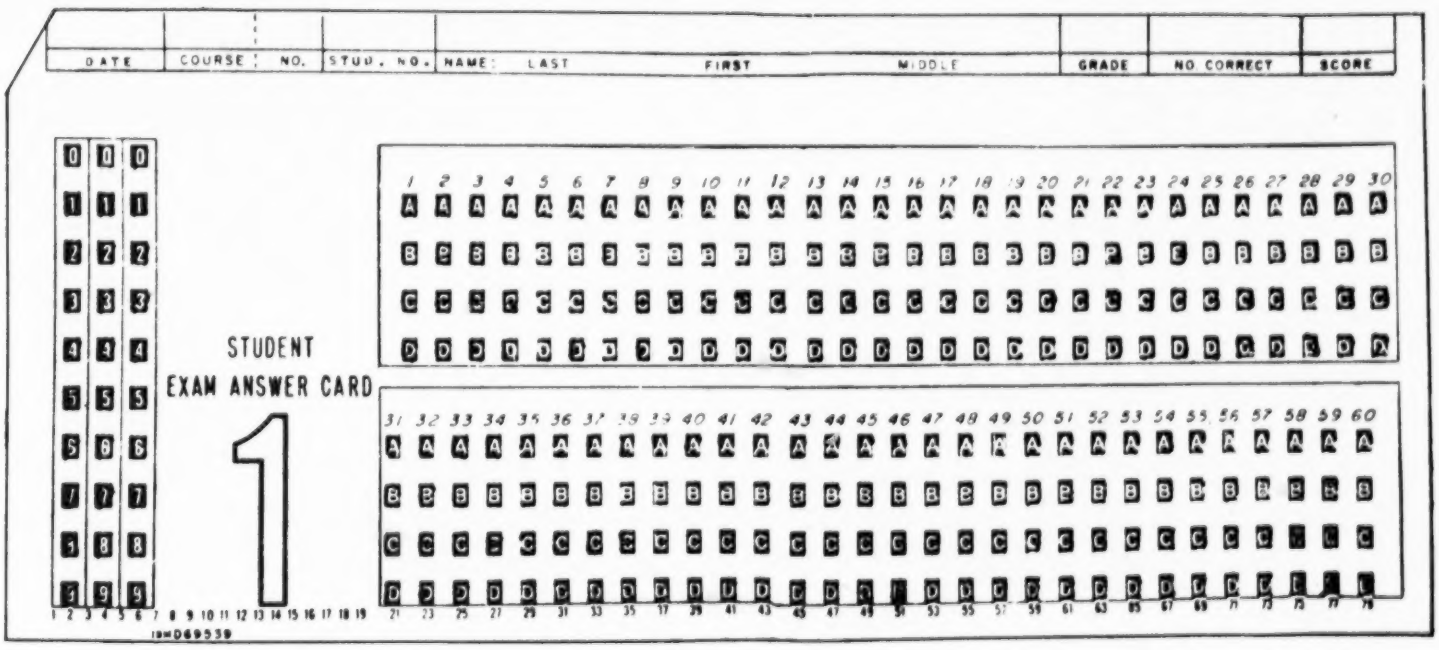
3. How long is the Orientation Training Component scheduled for?

   A) 1 to 2 weeks.
   B) 2 to 4 weeks.
   C) 4 to 6 weeks.
   D) 6 to 10 weeks.

4. The goal of the WIN Program is to

   A) help enrollees get good jobs.
   B) help enrollees get additional training or education needed to get a good job.
   C) Both A and B.
   D) None of the above.

Sample Answer Card



III. Sample of a True-False Test (usually used for short knowledge quizzes—seldom for serious testing).

Directions: Mark each of the following statements as either True (T) or False (F) by placing the correct letter, T or F, in the space in front of the statement. *Do not guess,* as your wrong answers will be subtracted from your right answers. So if you are not certain whether a statement is true or false, do not mark that statement.

_____ 1. WIN is the only government program that tries to find jobs for people.
_____ 2. Enrollees in the WIN Program do not lose their welfare payments.
_____ 3. HEW is the abbreviation for Health, Education, and Welfare.
_____ 4. A WIN Team is made up of one Job Counselor and one Social Worker.
_____ 5. Mothers enrolled in the WIN Program are authorized payments for child care services.

IV. Sample of an Attitude Test (used in measuring attitudes, opinions, preferences, interests, etc.—not knowledge or skill).

Directions: This is an attitude test which measures your beliefs or feelings about WIN. There are no right or wrong answers. Simply show how strongly you agree or disagree with each of the statements below by circling one of the numbers (from 1 to 5) on the scale.

	strongly agree	agree	not sure	disagree	strongly disagree
1. A person can get a good job through the WIN Program.	1	2	3	4	5
2. The Orientation Training Component of WIN is too long.	1	2	3	4	5
3. A person can make more money on welfare than by working on a regular job.	1	2	3	4	5
4. The reason that most WIN enrollees haven't been regularly employed is that they have children to care for.	1	2	3	4	5
5. The WIN Program is a very good program.	1	2	3	4	5

Test-Taking Test*

DIRECTIONS TO TESTER: If administratively possible, this test should be given on an individual basis. Arrangements should be made for a major distraction (e.g., a loud-talking visitor in the room) to occur at some point during the test session. The test administrator should say nothing about the test instructions or conditions *unless asked* by the trainee taking the test. If asked the specific question, the tester should give the following answers:

time limit?	"The test is not timed, but you should finish as soon as you can."
guessing?	"Yes, go ahead and guess—answer all questions."
instructions for Part II?	"This is a true-false test. On the answer sheet mark A for true, and B for false."
distracting noise?	"Make a note on your answer sheet of any distractions."

Any questions asked should be noted by the tester for use in scoring.

DIRECTIONS TO ENROLLEE: This is a test of what you have learned about how to take a test. The topic of the test happens to be drugs, but your knowledge and opinions of drugs and drug usage is *not* important here. What *is* important is that you demonstrate good test-taking habits.

*The subject matter of this test has to do with drugs; however any subject matter of interest could be used as long as the same format, instructions, and conditions of testing are used.

Test of Drug Information

This test is in three parts. All answers are to be marked on the attached answer sheet. *Do not mark on this test.* You will have about 15 minutes to complete the test. Be sure to write your name on the answer sheet.

Part I. Answer the following questions by selecting the best alternative for each and blacking in the corresponding letter (A, B, C, D, or E) on the answer sheet. Your answers should go in numbers 1 through 5 on the answer sheet.

1. Which of the following is *not* a nickname for a dangerous drug?
   - A) "Horse"
   - B) "Speed"
   - C) "Smack"
   - D) "Coke"

2. Tolerance to drugs means that
   - A) more and more of the drug is necessary to get the same effect.
   - B) less and less of the drug is necessary to get the same effect.
   - C) no matter how large a dose, one cannot get the original effect.
   - D) none of the above.

3. The greatest problem in the U.S. today is abuse of
   - A) cocaine.
   - B) heroin.
   - C) alcohol.
   - D) marijuana.
   - E) LSD.

4. The "rushes" refers to
   - A) the New York subway system.
   - B) a bad trip on LSD.
   - C) convulsions (sickness) due to an overdose of barbiturates.
   - D) a series of LSD flashbacks.
   - E) the first few seconds following a shot of heroin.

5. Which of the following does *not* usually result from withdrawal from heroin?
   - A) nausea and chills.
   - B) death.
   - C) cramps.
   - D) vomiting and weight loss.
   - E) anxiety.

Part II. Mark your answers to the following 10 statements by blacking in either A or B for numbers 6 through 15 on the answer sheet.

6. Very few chronic users of marijuana go on to heroin use.
7. Most true drug abusers use many different kinds of drugs.
8. Heroin leads to sexual orgies.
9. There is total agreement among experts that marijuana is not a narcotic drug.
10. Marijuana leads to violent crimes.
11. Marijuana use, although spreading throughout the country, is still primarily seen in black communities.

(Continued)

Part II. *(Continued)*

12. Drug abuse in young people is largely the fault of Communist elements.
13. It is known that drug users have lower than average I.Q.s.
14. Death in human beings using LSD usually has been the result of suicide or accident.
15. The drug, aspirin, is the chemical most often involved in childhood poisoning.

Part III. Give your opinion about each of the following 15 statements by blacking in one of the spaces A through E for numbers 16 through 30 on the answer sheet.

A. I strongly agree with this statement.
B. I tend to agree with this statement.
C. I really could not say.
D. I tend to disagree with this statement.
E. I strongly disagree with this statement.

16. Young people who abuse drugs are inadequate or immature individuals who need a crutch to deal with life.
17. For total amount of damage done to our society, alcohol is more dangerous than any other drug.
18. Children should not be continually exposed to the idea that the problems of daily life require chemical relief.
19. Today drug abuse is a problem of equal importance in upper, middle, and lower socioeconomic class children.
20. Marijuana is harmless.
21. An important reason for drug use is a desire to experience God.
22. Excessive drug use in a mother will affect any children she bears while on drugs.
23. Marijuana should be legalized.
24. In the final analysis, one must use drugs in order to really know their effects.
25. Heroin addiction should be considered as a disease rather than a crime.
26. When your child is found to be using drugs, an excellent source of help is your clergyman.
27. Drug abuse among young people is largely the fault of criminals who make a profit from them.
28. The single most important factor in drug use by young people is permissiveness of parents and teachers.
29. When your child is found to be using drugs, an excellent source of help is the police.
30. The use and abuse of drugs is a private matter.

Scoring: Answer Sheet for Test of Drug Information

Name _____

	A	B	C	D	E
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45					

Scoring: Test-Taking Test

Did enrollee ask whether the 15-minute time limit was "hard and fast?" _____ Yes _____ No

Did enrollee ask about being penalized for guessing on the multiple-choice or true-false subtests? _____ Yes _____ No

Did enrollee ask for clarification of instructions on at least the true-false (Part II) subtest? _____ Yes _____ No

Did enrollee question or report the distraction? _____ Yes _____ No

Did enrollee generally move on through the test, coming back later to items that were more difficult? _____ Yes _____ No

Did enrollee mark an alternative for *each* of the first 30 items on the answer sheet? _____ Yes _____ No

Did enrollee clearly make one and only one mark on the answer sheet for each item? _____ Yes _____ No

Did enrollee take all the time she(he) needed? _____ Yes _____ No

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Washington, D.C. 20402

U.S. Department of Labor
Bureau of Employment Security
14 Street and Constitution Avenue, N.W.
Washington, D.C. 20210

U.S. Department of Labor
Women's Bureau
14 Street and Constitution Avenue
Washington, D.C. 20210

MODULE N: JOB INTERVIEWING

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
38. Given a job interview, an experienced, non-biased interviewer, and personal reference material, enrollee will supply information requested in an employment interview. Enrollee should: (a) give information that is directly related to the interviewer's questions, (b) give complete and full answers to interviewer's questions, (c) give information clearly, briefly, and in grammatically correct statements, (d) arrange written materials for easy reference, and (e) give all information requested in a responsive and cooperative manner.	Enrollee must: 38.1 Know what types of information the interviewer may ask for in a job interview. 38.2 Know how to state facts, ideas, and questions clearly during a job interview. 38.3 Know the meanings of terms and phrases that are frequently used by employment interviewers. 38.4 Know how to prepare for a job interview.	N.1 Trainee observes a film, and participates in role playing and discussion involving model information exchange in a job interview.
39. Given a job interview and an experienced, non-biased interviewer, enrollee will obtain information relevant to the acceptance or rejection of the position. Enrollee should: (a) ask questions and make requests for additional information in a courteous and cooperative manner, (b) ask only for information that is directly related to the problem of making a sound decision, (c) ask questions clearly and briefly, (d) ask for clarifying examples, if needed, (e) ask for directions or referrals to other sources of information, if needed, (f) make notes for future reference, as needed, and (g) secure a	Enrollee must: 39.1 Know types of information that should be obtained by the enrollee during the job interview. 39.2 Know the consequences of not finding out about job duties, shifts or schedules, working conditions, chances for promotion, etc. 39.3 Know importance of listening accurately to job interviewer.	

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Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
clear understanding as to what will be required in the job.		
40. Given a job interview and an experienced, non-biased interviewer, enrollee will maintain an awareness of interviewer criteria used to evaluate potential employees. Enrollee should demonstrate awareness by the following actions: (a) arrive on time or ahead of time for the appointment, (b) be prepared to be interviewed upon arrival, (c) be suitably dressed and groomed, (d) identify self to receptionist, clearly state purpose of visit and follow her directions, (e) conduct self in a cooperative and courteous manner, (f) respond honestly to interviewer's questions, (g) respond cooperatively to interviewer's instructions, (h) be realistic in discussing wages, and (i) let the interviewer take the lead in the conversation.	Enrollee must: 40.1 Know what standards the interviewer uses in judging the applicant's answers and other comments. 40.2 Know what standards interviewers use in judging the manner in which the applicant gives the required information. 40.3 Know the ways an applicant should not behave during a job interview. 40.4 Know the consequences of not behaving properly during a job interview. 40.5 Know types of conduct and personal behavior that are acceptable to interviewer. 40.6 Know the outcomes of giving false or inaccurate information during a job interview.	N.2 Trainee observes a film and participates in role playing and discussion involving model appearance and manner in a job interview.

Instructional Unit: Job Interview Information N.1

Goal: Trainee will provide and obtain important information in the job interview.

Method: Film, Role Playing, and Discussion.

Materials: Film showing several episodes of model information exchange between interviewer and interviewee in job interview situations.

Several role-playing situations that will permit trainees to participate either as interviewer or interviewee (or both). Situations should be unstructured to the extent that the only information necessary for a role play is the job information (hours, duties, wage, benefits, etc.) and a checklist of questions for use by "interviewer." No special guidance will be given the interviewee.

Trainee's performance aid (from Unit L.1).

Procedure:

1. Introduce and show film depicting model behavior in at least three different job interviews.
2. Conduct a few role-playing sessions allowing trainees to practice as interviewees and participate as interviewers, with emphasis on interviewee getting and giving critical information.
3. Group critiques interviewee after each role-play session, emphasizing significant information inadequately given (previous employment, why want the job, etc.) or inadequately obtained (working hours, duties, wage, benefits, etc.)
4. Group discusses consequences of failing to give or receive critical information in the interview, including failing to obtain a clear understanding of "where do I go from here" at the conclusion of an interview.

Notes: Not all the role-playing sessions should be conducted during this unit, as they will be continued in Unit N.2.

A dramatization may be substituted for the film, if necessary.

Three role-play models are provided in *Planning Models for Group Counseling,* Bureau of Continuing Education Curriculum Services, New York State Education Dept., Albany, N.Y. 12200, 1969. (ERIC Document ED 045 934)

Instructional Outline: Job Interview Information N.1

Instructional Steps / Enabling Requirements	38.1 Know what types of information the interviewer may ask for in a job interview.	38.2 Know how to state facts, ideas, and questions clearly during a job interview.	38.3 Know the meanings of terms and phrases that are frequently used by employment interviewers.	38.4 Know how to prepare for a job interview.	39.1 Know types of information that should be obtained by the enrollee during the job interview.	39.2 Know the consequences of not finding out about job duties, shifts or schedules, working conditions, chances for promotion, etc.	39.3 Know importance of listening accurately to job interviewer.	40.1 Know what standards the interviewer uses in judging the applicant's answers and other comments.	40.6 Know the outcome of giving false or inaccurate information during a job interview.
1. Schedule film.	x	x	x	x	x			x	
2. Develop role-play materials.	x		x	x	x				
3. Introduce and show film.	x	x	x	x	x			x	
4. Emphasize important points regarding information exchange in film.	x	x	x	x	x			x	
5. Conduct role-playing sessions.	x	x	x	x	x				
6. Have group critique role plays.		x	x	x	x	x	x		
7. Discuss consequences of poor information exchange in job interviews.	x	x		x	x	x	x	x	x

Instructional Unit: Interviewee Behavior N.2

Goal: Trainee will conduct herself(himself) properly in a job interview.

Method: Film, Role Playing, and Discussion.

Materials: (Same as for N.1).

Procedure:

1. Instructor reshows film and points out instances of good manners, promptness, and good appearance as shown or not shown.
2. Resume role-playing sessions with emphasis now on interviewee demonstrating good interpersonal behavior (e.g., introducing self to interviewer, shaking hands, responding to "small talk" as interviewer establishes rapport, providing some eye contact, responsive manner, thanking the interviewer, etc.).
3. Group critiques interviewee after each session.
4. Group generates a list of do's and don't's regarding promptness, personal appearance, and manners for successful job interviewing. What should be done before arriving at the interview will also be discussed.
5. Administer "Job Interviewing Test."

Notes: This unit may be merged or coordinated in a variety of ways with Unit N.1.

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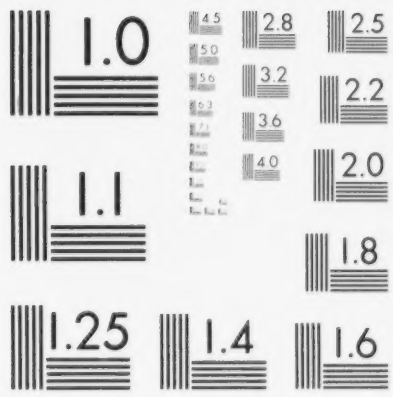

MICROCOPY RESOLUTION TEST CHART

NATIONAL BUREAU OF STANDARDS-1963-A

Instructional Outline: Interviewee Behavior N.2

Instructional Steps / Enabling Requirements	40.1 Know what standards the interviewer uses in judging the applicant's answers and other comments.	40.2 Know what standards interviewers use in judging the manner in which the applicant gives the required information.	40.3 Know the ways an applicant should not behave during a job interview.	40.4 Know the consequences of not behaving properly during a job interview.	40.5 Know types of conduct and personal behavior that are acceptable to interviewer.	40.6 Know the outcome of giving false or inaccurate information during a job interview.
1. Reshow film.	x	x	x		x	
2. Emphasize important points regarding personal manner and appearance in film.	x	x	x		x	
3. Resume role-playing sessions.		x	x		x	
4. Have group critique role plays.		x	x		x	
5. Generate list of interviewee "do's" and "don't's."	x	x	x	x	x	

TEST

Job Interview Test

DIRECTIONS TO TESTER: This test is a mock job interview with one of the WIN Staff (preferably someone who is not well-known to the trainees) acting as the interviewer and rater of interviewee (trainee) performance. The test follows conveniently from the Job Searching Test (Module K) in that appointments made at the conclusion of that test can be the scheduled basis for the job interviewing. Thus each "applicant" will know when and for what job she(he) is to interview.

The interviewer(s) should be supplied with additional information about the specific jobs, and with necessary rating sheets for scoring interviewee performance. In addition, the interviewer should have the application completed by the enrollee in Module L.

Information to be obtained by the interviewer from the interviewee should include a) past education and training, b) prior work experience and reasons for leaving past jobs, c) what applicant is looking for in a job, and d) anything on the application form that needs elaboration. The interviewer should also be prepared to provide the following kinds of information *if asked by the interviewee:* a) nature of the work, b) work environment, c) special skills required, d) expected time to learn job, e) pay, f) pay period, g) fringe benefits, h) chances of layoff, i) sick leave policy, j) opportunity for advancement, k) company's education and training policies, l) union requirements.

DIRECTIONS TO ENROLLEE: You are to keep the appointment that you made earlier with the _____ Company about a job opening. A "representative" from that company will be in Room _____ at the appointed time to interview you for the job. Be prepared to conduct yourself just as you would if you were actually applying for this job.

Scoring: Job Interview Test

Did enrollee arrive on time, or ahead of time, for the appointment?	_____ Yes	_____ No
Did enrollee identify herself (himself) to the receptionist and clearly state her (his) purpose?	_____ Yes	_____ No
Was enrollee prepared to be interviewed on arrival? (Check "No" if enrollee had to do something like make a phone call or go to the rest room.)	_____ Yes	_____ No
Was enrollee suitably dressed and groomed? (Check "Yes" if enrollee's dress was within acceptable limits according to cultural, age, and local norms, and enrollee appeared clean, neat, and free from offensive odor.)	_____ Yes	_____ No
Did enrollee use reference materials effectively and in an unobtrusive manner? (Do not count against enrollee if reference materials were not needed or used.)	_____ Yes	_____ No

(Continued)

Scoring *(Continued)*

Did enrollee give direct, clear and complete answers to the interviewer's questions? (Check "No" if interviewee mumbled or was otherwise not understandable, or gave unduly long or evasive answers—slow responses or local speech patterns should be ignored.) _____ Yes _____ No

Did enrollee obtain information about the nature of the job and the work environment? _____ Yes _____ No

Did enrollee obtain information about job security and advancement opportunities? _____ Yes _____ No

Did enrollee obtain information about pay rates and raises? _____ Yes _____ No

Did enrollee obtain information about job requirements (skills needed, time to learn job, job standards)? _____ Yes _____ No

Did enrollee obtain information about fringe benefits? _____ Yes _____ No

Did enrollee let interviewer take the lead in the interview? (Check "No" if enrollee took the lead by talking too much about what she(he) wanted. _____ Yes _____ No

Was enrollee cooperative and courteous? (Check "No" if enrollee failed to appear interested or responsive during interview; ignored or argued with interviewer; failed to shake hands or introduce self on meeting interviewer; failed to shake hands or thank interviewer on leaving; or failed to leave promptly when interviewer indicated that the interview was over.) _____ Yes _____ No

Did enrollee achieve a positive, clear and mutual understanding of the status of her (his) application at the conclusion of the interview? Check "Yes" if enrollee did any one of the following:

a) In response to a "We'll let you know . . .", enrollee asked about when she(he) might expect to hear, or about the possibility of checking back in the next day or so.

b) In response to a "I don't think the job is for you, we're looking for someone who . . .", enrollee generally agreed and asked about other possible openings that might be more suitable.

c) In response to a "We would like to have you report for work on . . .", enrollee politely asked for some time to think it over and asked if it would be all right to let them know by a specific time; or accepted the job and asked for further details about reporting.

d) If enrollee decided she(he) didn't want the job, she(he) so informed the interviewer and explained why. _____ Yes _____ No

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Washington, D.C. 20210

U.S. Department of Labor
Women's Bureau
14 Street and Constitution Avenue
Washington, D.C. 20210

MODULE O: JOB ASSESSMENT

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
41. Given a specific offer of employment and a knowledge of the job requirements, enrollee will evaluate his (her) ability to meet the job requirements. Enrollee should consider each of the following factors: (a) capability to get to and from the work location on time, (b) capability to satisfactorily perform immediate work assignments, (c) capability to acquire needed skills within the time frame provided, and (d) capability to obtain job satisfaction in the work environment.	Enrollee must: 41.1 Know how to determine the .equirements for *reaching* the job. 41.2 Know the skills, knowledges, and other abilities he (she) now has and can use to perform the job successfully. 41.3 Know how to recognize potential problems that may be caused by conflicts between personal preferences and the demands of the job.	0.1 Trainee participates in a practical exercise on the use of public transportation systems.
42. Given a specific offer of employment and a knowledge of the job requirements enrollee will evaluate the opportunities the job provides for meeting long-term vocational objectives. Enrollee should consider each of the following factors: (a) convenience of the work location, (b) suitability of the work environment, (c) immediate and future possible remuneration, and (d) amount of time, training, or job experience required to advance within the company.	Enrollee must: 42.1 Know the work environment factors that will contribute to job satisfaction. 42.2 Know the types of opportunity for advancement that are provided by other existing jobs. 42.3 Recognize the effects experience gained on a job will have on his (her) progress toward meeting personal goals. 42.4 Know how to determine the opportunities a company provides for gaining experience that will lead to advancement.	0.2 Trainee observes a film on job satisfaction factors and discusses reaction to film. 0.3 Trainee hears case histories of successful former WIN enrollees that illustrate the importance of considering future opportunity when selecting a job.

Instructional Unit: Transportation O.1

Goal: Trainee will plan how to use public transportation and estimate travel time and costs.

Method: Practical Exercise.

Materials: Maps showing public transportation routes, schedules, and rates of public transportation, and some method of estimating time.

Procedure:

1. Instructor explains the importance of being able to get places on time and at low cost; also the importance of daily travel requirements as a factor to be weighed in job assessment.
2. Instructor relates current transportation arrangements for getting to and from WIN to present exercise.
3. Instructor describes the present exercise as involving: (a) selecting two unfamiliar locations away, at least two or three miles, from home and WIN, (b) determining how long it will take and how much it will cost to get there, and (c) actually making the trips from home.
4. Instructor demonstrates the exercise (does not actually make the trip).
5. Trainee carries out exercise with instructor's assistance as needed.
6. Administer "Transportation Test."

Notes:

Practical exercises may be carried out in connection with personal errands that trainees may have, for example, shopping and medical appointment. However, the routes involved should be unfamiliar to the trainee, at least with respect to route of the public transportation used.

In localities where there are no public transportation systems (and assuming enrollees do not own cars), this unit should be modified to include whatever modes of transportation normally are used to get to and from work.

In geographical areas where no employment in preferred vocations is available to the enrollee, this instructional unit could be substantially expanded by including the problem of geographical relocation.

If possible, this unit should be completed before the scheduled field trip in Module B (see "Transportation Test").

Instructional Outline: Transportation O.1

Instructional Steps / Enabling Requirements	41.1 Know how to determine the requirements for *reaching* the job.	41.2 Know the skills, knowledges, and other abilities he (she) now has and can use to perform the job successfully.	41.3 Know how to recognize potential problems that may be caused by conflicts between personal preferences and the demands of the job.
1. Obtain transportation schedules, maps, rates.	x		
2. Introduce and explain the practical exercise and its relevance to job assessment.	x		x
3. Demonstrate how exercise is to be carried out.	x		
4. Have trainee carry out exercise.	x		

Instructional Unit: Job Satisfaction Factors O.2

Goal: Trainee will explore his (her) reactions to major factors that lead to job satisfaction.

Method: Film Montage and Discussion.

Materials: A 10-minute film montage showing a number of short on-the-job sequences. The shots would include a wide assortment of local work environments, on-job interactions between workers, worker-supervisor interactions, and at least one payday shot.

Procedure:

1. Instructor introduces film and subsequent discussion as an exploration of "What would you like in a job?"
2. Show film.
3. Group discusses their individual reactions to what they see as job satisfaction factors, to include the work itself, the location, supervisor, co-workers, physical environment, salary, and future opportunity. Discussion should bring out the point that many of the factors considered in vocational selections also apply to the assessment of specific jobs.

Notes: An alternative to the film is a group discussion based on sound tape simulation. This is is provided in *Planning Models for Group Counseling,* Bureau of Continuing Education Curriculum Services, New York State Education Department, Albany, N.Y. 12200, 1969. (ERIC document ED 045 934).

Instructional Outline: Job Satisfaction Factors O.2

Instructional Steps / Enabling Requirements	42.1 Know the work environment factors that will contribute to job satisfaction.	42.2 Know the types of opportunity for advancement that are provided by other existing jobs.	42.3 Recognize the effects experience gained on a job will have on his (her) progress toward meeting personal goals.	42.4 Know how to determine the opportunities a company provides for gaining experience that will lead to advancement.
1. Schedule film.	x			
2. Introduce and show film.	x			
3. Discuss reactions to job satisfaction factors and their role in job assessment.	x			

Instructional Unit: Job Future O.3

Goal: Trainee will know the importance of considering the future opportunity of a specific job.

Method: Case Histories and Discussion.

Materials: Guest Speakers: Two former WIN enrollees (or other representatives of peer group) who are prepared to discuss their job selection histories and the impact of this initial selection process on later job success.

Procedure:

1. Instructor introduces guest speakers as peers who can help the group avoid making some of the mistakes that they (the guests) have made.
2. Speakers present their case histories emphasizing job options originally available to them, the factors that they considered or failed to consider in assessing the job option, and the long term result of their final selection. Special emphasis should be given to the importance of considering a job's future.
3. Speakers invite questions from the group pertaining to sources of job satisfaction and the job assessment process.
4. Group discusses the implications these case histories have for considering both long- and short-term goals in the job assessment process.
5. Administer "Job Assessment Test."

Notes: If guest speakers are not available, a weaker alternative would be for the instructor to relate some familiar case histories.

Instructional Outline: Job Future O.3

Instructional Steps / Enabling Requirements	42.1 Know the work environment factors that will contribute to job satisfaction.	42.2 Know the types of opportunity for advancement that are provided by other existing jobs.	42.3 Recognize the effects experience gained on a job will have on his (her) progress toward meeting personal goals.	42.4 Know how to determine the opportunities a company provides for gaining experience that will lead to advancement.
1. Locate and schedule speakers.	x		x	x
2. Brief speakers on important points of emphasis.	x	x	x	x
3. Introduce speakers			x	
4. Speakers present their case histories.	x	x	x	x
5. Hold question and answer session.	x	x	x	x
6. Discuss implication of case histories for job assessment.	x	x	x	x

TESTS

Transportation Test*

DIRECTIONS TO TESTER: Schedule a morning visit to the store (Unit B.1) or other destination so that trainee goes directly from home to the site. Give each trainee the complete address of the destination and the appointed starting time of the session. Tell trainee to *independently* arrange to use the most efficient (cheapest, fastest, and most convenient) mode of public transportation to get to the site of tomorrow's field visit.

*If, as recommended, Instructional Unit O.1 is completed before Unit B.1, this test can be given in conjunction with the field trip in B.1. Otherwise, any visit outside WIN for any reason may be used as the basis for the test.

Scoring: Transportation Test

Did enrollee arrive at the destination on time?	Yes	No
Did enrollee use the most efficient mode of public transportation.	Yes	No

Job Selection Test

DIRECTIONS TO TESTER: Administer Part I and collect the papers before administering Part II.

Part I

DIRECTIONS TO ENROLLEE: Below are factors that you might consider in evaluating a job offer. If *you* were evaluating a job offer, which of these factors would you consider to be the most important ones? Please show how important each of these is to *you* by numbering them in order of importance. Do it this way:

- Read over all 9 statements and then ask yourself, "Which one would I *most* want in a job?" Write the number 1 beside that factor.
- Then look over the other 8 factors asking yourself, "Which is next most important to me?" Write a 2 next to that statement.
- Continue this way until you have all of the factors numbered from 1 to 9 in order of importance to you.

_____ a. Job location is convenient to my home.
_____ b. Regular working hours.
_____ c. Good starting pay.
_____ d. Challenging and interesting work.
_____ e. Opportunity for advancement.
_____ f. Old company with good reputation.
_____ g. Good pay raises.
_____ h. Good fringe benefits (medical insurance, retirement, etc.)
_____ i. Pleasant working conditions.

Part II

DIRECTIONS TO ENROLLEE: Suppose that you have finished looking for a job. Based on your job interviews you have narrowed the offers down to two jobs, Job A and Job B. Both of these jobs involve the same kind of work, under about the same working conditions, but with different companies. Below is additional information about the two jobs.

Which job would *you* take? _____ Job A _____ Job B

	JOB A	JOB B
Company	With well-known, reliable company.	With well-known, reliable company.
Location	One mile from your home. About 20 min. walk or 10 min. bus trip. (Bus runs 24 hours a day, and stops by your home.	Ten miles from your home. About 45 min. bus trip. (Bus runs 24 hours a day, and stops by your home.
Hours	40 hour work week; working hours (shift) change every two weeks (day and night work).	40 hour work week; 8 A.M. to 5 P.M. daily.

(Continued)

Part II *(Continued)*

Pay	$85 a week to start.	$80 a week to start.
Pay Raises	From 4% to 8% a year, depending on performance.	$5 a week raise after 3 months, and 3% to 5% every 6 months thereafter, depending on performance.
Advancement Opportunity	Little opportunity for advancement beyond normal pay raises.	Opportunity to advance to a better job, as well as to advance into supervisory position. Company has own training programs for those interested in advancement.
Fringe Benefits	Full medical coverage; $10,000 free life insurance policy; two weeks paid vacation per year; retire at 2/3 salary at age 60 with 20 years with company.	Partial medical coverage; no life insurance; one week paid vacation per year after first year; retire at 1/2 salary at age 65 with 30 years with company.

Scoring: Job Selection Test

First, record the trainee's ratings from Part I of the test on the form below; ratings for Items a, c, and h go under A, ratings for b, e, and g go under B. Ignore the other ratings.

Then, add the three ratings for A, and record as Total A; also add the three ratings for B and record as Total B.

If trainee chose Job A in Part II of the test, was the Total A *smaller* than Total B?

- OR -

If trainee chose Job B in Part II of the test, was the Total B *smaller* than Total A?

____ Yes ____ No

A		B	
a. Job Location	_____	b. Working Hours	_____
c. Starting Pay	_____	e. Advancement Opportunity	_____
h. Fringe Benefits	_____	g. Pay Raises	_____
Total A	_____	Total B	_____

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P

MODULE P: JOB PERFORMANCE

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
43. Given a work situation with specifically assigned job tasks, enrollee will maintain an awareness of work standards. Enrollee should demonstrate awareness by the following actions: (a) starts assigned tasks on time, (b) completes assigned tasks on time, (c) seeks information on the desired outcomes of assigned task performance, (d) implements suggestions to improve his (her) quality of work, and (e) follows instructions regarding task performance.	Enrollee must: 43.1 Know what standards employers use in judging the employee's attendance and punctuality. 43.2 Know the purposes for which employers use employee time and attendance records. 43.3 Know the consequences of not meeting employer standards of attendance and punctuality. 43.4 Know what employers expect employees to do when it is necessary to be absent from the job or late to work. 43.5 Know the reasons why prompt and regular attendance is important to employees. 43.6 Know how maintaining a record of good attendance can help enrollee attain personal goals.	P.1 Trainee participates in a continuing practical exercise in which essential work habits are evaluated and rewarded throughout Orientation Training.
44. Given routine work hours and an established work location, enrollee will maintain an awareness of requirements for attendance and punctuality. Enrollee should demonstrate his (her) awareness by the following actions: (a) arrives at work location on time, (b) leaves work location at scheduled time, (c) takes only authorized leave, (d) notifies employer of pending absence, and (e) takes only authorized lunch and work breaks.	Enrollee must: 44.1 Know the types of conduct and behavior employers expect of employees. 44.2 Know the benefits of behaving and performing as an employer expects. 44.3 Know what to do to increase chances that job performance will meet employer's standards. 44.4 Know ways to develop and maintain positive acceptance of and responsiveness to employer's standards. 44.5 Know what types of conduct are unacceptable in a work setting. 44.6 Know why certain kinds of behaviors are not acceptable to employers. 44.7 Know the consequences of unacceptable conduct on the job.	

Instructional Unit: Job Performance P.1

Goal: Trainee will exhibit the behaviors typically expected of an employee.

Method: Continuing Practical Exercise.

Materials: Rules for an "Employee Game" (practical exercise) that will be seriously played throughout Orientation Training. The rules will specify (a) behaviors to be demonstrated daily by the trainee, (b) a point system for daily evaluation of these behaviors, and (c) a system for translating these points into periodic merit-raises. The critical "game" behaviors should include:

(a) arrive ready for training at x o'clock every morning, unless prior notification is given to the WIN Office;
(b) take no unauthorized absences—absences must be arranged beforehand;
(c) do not leave training before x o'clock each day, unless authorized;
(d) take no more than x minutes on the breaks or at lunch;
(e) follow instructions for task performance in class work;
(f) obtain clarification of instructions for class work whenever necessary;
(g) start and complete class work on time;
(h) implement suggestions offered by instructor.

A predetermined number of daily points should be routinely awarded each trainee unless the code of work behavior is violated; in the event of a violation, the trainee would be docked one point. If a minimum point standard is achieved over a performance-review period (e.g., every three days) the trainee receives a merit-raise of about 5 cents per hour; failure to attain the minimum standard means no raise. A staff member other than the instructor should act as the "supervisor" in daily monitoring of trainee's performance, awarding points and giving periodic merit-raises. The minimum point standard should allow perhaps two or three violations during the first review period, then become progressively more stringent until no violations are allowed for a raise during the final period.

Procedure:

1. "Supervisor" initiates the "game" at the beginning of Orientation Training, explaining the rules in detail.
2. "Supervisor" routinely monitors trainees' performance at the beginning and end of task assignments, and utilizes an assistant (e.g., secretary) to record unauthorized absences, late arrivals, etc.
3. "Supervisor" reviews trainee performance in brief personal interview at the end of a review period, and awards, or does not award, a raise.

Notes: This unit merges conveniently with Units I.6 and I.9, and should follow from them.

An actual time clock for daily punching in and out would be a useful and realistic adjunct to this unit.

The instructor should *not* be used as the "supervisor." The roles are incompatible from the standpoint of how each should be perceived by trainees.

The use of real money raises is strongly urged, and every effort should be made to find funds to support the "game." ($100 to $200 is a rough estimate of what would be needed to support the "game" for a class of about 20 enrollees, assuming a three-week Orientation Training cycle, 5 cents per hour raises, and four 3-day review periods.) It may or may not be worthwhile to institute the "game" for anything other than money.

Instructional Outline: Job Performance P.1

Enabling Requirements / Instructional Steps	1. Develop rules of the "game."	2. Introduce the "game" and explain rules.	3. Monitor trainee performance.	4. Review trainee performance in personal interviews and award raises.
43.1 Know what standards employers use in judging the employee's attendance and punctuality.	x	x	x	x
43.2 Know the purposes for which employers use employee time and attendance records.	x	x	x	x
43.3 Know the consequences of not meeting employer standards of attendance and punctuality.	x	x	x	x
43.4 Know what employers expect employees to do when it is necessary to be absent from the job or late to work.	x	x	x	x
43.5 Know the reasons why prompt and regular attendance is important to employers.				x
43.6 Know how maintaining a record of good attendance can help enrollee attain personal goals.	x	x	x	x
44.1 Know the types of conduct and behavior employers expect of employees.	x	x	x	x
44.2 Know the benefits of behaving and performing as an employer expects.	x	x	x	x
44.3 Know what to do to increase chances that job performance will meet employer's standards.				x
44.4 Know ways to develop and maintain positive acceptance of and responsiveness to, employer's standards.				x
44.5 Know what types of conduct are unacceptable in a work setting.	x	x	x	x
44.6 Know why certain kinds of behaviors are not acceptable to employers.				x
44.7 Know the consequences of unacceptable conduct on the job.	x	x	x	x

TEST

Job Performance Test

DIRECTIONS TO TESTER: Enrollee's playing of the "Employee Game" during the final performance review period comprises this test.

Scoring: Job Performance Test

Did enrollee play a perfect round of the "game" during the final performance review period?

_____ Yes _____ No

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Getting and Keeping Your First Job,
D-101 608 (2 filmstrips; 2 12" LPs) or
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Trouble At Work,
D-100 337 (4 filmstrips; 2 12" LPs) or
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MODULE Q: EMPLOYEE RELATIONS

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
45. Given a work situation involving one or more co-workers, enrollee will establish good working relationships. Enrollee should: (a) express an interest in the activities of co-workers, (b) implement valid suggestions from co-workers on established work procedures, (c) attempt to resolve misunderstandings involving co-worker(s), and (d) converse with co-workers when appropriate opportunities arise.	Enrollee must: 45.1 Know what types of help fellow employees can provide on the job. 45.2 Know why fellow employees may offer advice or instructions to a new employee on how to perform assigned tasks, etc. 45.3 Know what types of conduct are not acceptable to fellow employees. 45.4 Know why certain kinds of conduct are not acceptable to fellow employees. 45.5 Know how to avoid upsetting or alienating fellow employees. 45.6 Know how to establish good working relationships with fellow employees. 45.7 Know how to clearly express ideas and questions to fellow employees. 45.8 Know the advantages of understanding and accepting her (his) new social role.	Q.1 Trainee participates in practical exercise and discussion of task requirements for supervision and cooperation. Q.2 Trainee observes a panel discussion among employed WIN graduates on the topic of employee and supervisor relationships, then discusses how to get along on the job.
46. Given a work situation and an experienced, non-biased supervisor, enrollee will establish good working relationships. Enrollee should: (a) make a concerted effort to learn assigned job tasks, (b) implement suggestions from supervisor regarding work rules and procedures, (c) actively listen to supervisor's instructions, (d) ask questions to clarify instructions that are not understood, and (e) recognize the problems and constraints under which the supervisor must operate.	Enrollee must: 46.1 Know the types of duties a supervisor is responsible for performing. 46.2 Know why an employer considers the supervisor important. 46.3 Know consequences of not following the supervisor's instructions, suggestions, and directions. 46.4 Know how to clearly express ideas and questions to the supervisor. 46.5 Know the reasons for criticism of her (his) work performance. 46.6 Know the consequences of failure to respond to constructive criticism.	

Q

Instructional Unit: Supervision and Cooperation Q.1

Goal: Trainee will practice supervision and cooperation in a task.

Method: Practical Exercise and Discussion.

Materials: Four short team tasks (along with necessary materials) that, to be done efficiently, require organized and cooperative effort. Some tasks might be: sorting 50 letters into mail cubbyholes in three minutes; filing 60 folders or cards in four minutes; looking up 30 phone numbers in five minutes; sorting 500 pieces of silverware in five minutes.

Procedure:

1. Instructor divides trainees into teams of four, designates a different leader for each task, and explains that the team will successively perform four separate tasks.
2. Instructor assigns a task to a team, states the objective and time limit of each task, and allows the team 5 to 10 minutes to organize before starting.
3. Team organizes the task without assistance from the instructor, and starts and stops the task on command. (The task may not be finished within the specified time.)
4. Following each task, team discusses how team performance could have been improved (no "scapegoating" should be permitted).
5. Following completion of all tasks, group discusses the value of supervision and cooperation.

Notes: Related case studies and group discussion, including one on coping with authority, are provided in *Planning Models for Group Counseling,* Bureau of Continuing Education Curriculum Services, New York State Education Dept., Albany, N.Y. 12200, ERIC document ED 045 934.

Instructional Outline: Supervision and Cooperation Q.1

Enabling Requirements Instructional Steps	45.1 Know what types of help fellow employees can provide on the job.	45.2 Know why fellow employees may offer advice or instructions to a new employee on how to perform assigned tasks, etc.	45.3 Know what types of conduct are not acceptable to fellow employees.	45.4 Know why certain kinds of conduct are not acceptable to fellow employees.	45.5 Know how to avoid upsetting or alienating fellow employees.	45.6 Know how to establish good working relationships with fellow employees.	45.7 Know how to clearly express ideas and questions to fellow employees.	45.8 Know the advantages of understanding and accepting her (his) new social role.	46.1 Know the types of duties a supervisor is responsible for performing.	46.2 Know why an employer considers the supervisor important.	46.3 Know consequences of not following the supervisor's instructions, suggestions, and directions.	46.4 Know how to clearly express ideas and questions to the supervisor.	46.5 Know the reasons for criticism of her (his) work performance.	46.6 Know the consequences of failure to respond to constructive criticism.
1. Prepare short team tasks.									x	x				
2. Arrange teams, appoint leaders, and assign tasks.									x	x				
3. Explain task conditions.									x	x				
4. Teams organize and perform tasks.			x		x	x	x		x	x		x		
5. Discuss team organization and cooperation in task performance.			x	x	x	x	x		x	x	x	x	x	
6. Discuss general value of supervision and cooperation.	x	x	x	x	x	x	x		x	x	x	x	x	

Instructional Unit: Work Relations Q.2

Goal: Trainee will know how supervision and cooperation apply to specific jobs.

Method: Panel and Discussion.

Materials: Videotape or live presentations of a panel discussion among three successfully employed WIN graduates. Discussion will focus on job experiences related to getting along with supervisors and fellow workers.

Procedure:

1. Instructor introduces the panel and explains its purpose.
2. Each panel member describes her (his) experiences with fellow employees including instances of giving and receiving assistance, and how fellow employees have helped and hurt her (him) on the job. Descriptions of relationships with immediate supervisors will also be given.
3. Group is encouraged to question the panel (if live), discuss their reactions to panel members' experiences, and formulate general guidelines for getting along with fellow employees, and knowing what to expect from supervisors.
4. Administer "Employee Relations Test."

Instructional Outline: Work Relations Q2

Enabling Requirements Instructional Steps Instructional Steps	45.1 Know what types of help fellow employees can provide on the job.	45.2 Know why fellow employees may offer advice or instructions to a new employee on how to perform assigned tasks, etc.	45.3 Know what types of conduct are not acceptable to fellow employees.	45.4 Know why certain kinds of conduct are not acceptable to fellow employees.	45.5 Know how to avoid upsetting or alienating fellow employees.	45.6 Know how to establish good working relationships with fellow employees.	45.7 Know how to clearly express ideas and questions to fellow employees.	45.8 Know the advantages of understanding and accepting her (his) new social role.	46.1 Know the types of duties a supervisor is responsible for performing.	46.2 Know why an employer considers the supervisor important.	46.3 Know consequences of not following the supervisor's instructions, suggestions, and directions.	46.4 Know how to clearly express ideas and questions to the supervisor.	46.5 Know the reasons for criticism of her (his) work performance.	46.6 Know the consequences of failure to respond to constructive criticism.
1. Arrange panel discussion.	x	x	x	x	x	x					x		x	x
2. Introduce panel and explain purpose.	x	x	x	x	x	x					x		x	x
3. Conduct panel discussion.	x	x	x	x	x	x					x		x	x
4. Have group question panel and discuss reactions.	x	x	x	x	x	x		x	x		x	x	x	x
5. Formulate guidelines for getting along with fellow employees and supervisors.	x	x	x	x	x	x	x	x	x	x	x	x	x	x

TEST

Employee Relations Test

DIRECTIONS TO TESTER: The brief situations making up this test could be dramatized on film or narrated by the tester, rather than presented on paper for enrollees to respond to. Also, other relevant situations could be added to make the test more complete and to insure that locally relevant human relations problems are covered.

DIRECTIONS TO ENROLLEE: Read each of the following situations and write a *brief* (one or two sentences) response to each question.

1. Mary and Aretha are co-workers. Mary is a new employee and has been having a little trouble with part of her job. Aretha, a long time employee, notices this and makes some suggestions as to how Mary could improve her work.

   If you were Mary, how would you react to this? _____

2. Rose tells Mary that she overheard Aretha telling another woman that "Mary wears some wild clothes." Mary says she is hurt by this and doesn't understand why Aretha would say such a thing. The next day Rose tells Aretha about Mary's hurt feelings over what was said.

   If you were Aretha, what would you do now? _____

3. Aretha is talking with her supervisor about a new work procedure. Mary goes up to them and immediately begins to tell Aretha about something very exciting that happened to her on the way home from work last night.

   If you were Mary and were very anxious to tell Aretha about what happened last night, how would you have approached this? _____

4. Mary and Aretha are co-workers and are on their coffee break. Aretha has run into a problem on the job and has come over to Mary, a new employee, to talk to her about it. After hearing Aretha tell about her problem, Mary is thinking of saying, "Don't bother me with that, I have enough trouble of my own."

   What would you say if you were Mary? _____

5. Aretha is in an on-the-job training program. Her supervisor shows her how to perform a certain job and then leaves her on her own to practice the job. Instead of following her supervisor's suggestions, Aretha is thinking about ignoring the supervisor's suggestions because she thinks there is an easier way of doing the job.

   If you were Aretha what would you do? _____

(Continued)

Employee Relations Test *(Continued)*

6. Mary is attending a class on employee rights. The class is being conducted by her supervisor. Mary has lost track of what the supervisor is saying mainly because of something she didn't understand earlier. Now she is bored and decides to tell her friend sitting next to her about the new clothes she bought for her children. Mary's talking begins to disturb the other people around her, and Mary's supervisor asks her to be quiet.

   How should Mary have handled this from the start?_____

7. Mary's supervisor is showing her how a new piece of machinery works and how it will make her job easier if she will use the machine properly. When the supervisor gets to the point of showing her how to stop the machine, Mary doesn't understand the instructions. She is thinking of not saying anything because she doesn't want to look too dumb to her supervisor.

   What should Mary do? _____

8. Mary's Supervisor has asked all the people in his Section to submit vacation schedules so that he can send them into the Division Supervisor who will make up the final vacation schedule. Mary asks for the first week in June. A few weeks later the vaction schedule is posted and Mary must take the last week in August. She is upset about this and gets angry with her Supervisor.

   If you were Mary, what would your reaction have been? _____

Scoring: Employee Relations Test

It is difficult to prescribe the one correct response to each of these situations. However, certain critical elements should be included in (or excluded from) the responses, and these should be used as scoring guidelines.

1. Did response include mention of trying out Aretha's suggestions? ____ Yes ____ No
2. Did response include mention of apologizing to Mary? ____ Yes ____ No
3. Did response include mention of waiting until Aretha is free? ____ Yes ____ No
4. Did response include implication of *not* ignoring Aretha's problem? ____ Yes ____ No
5. Did response include mention of doing it the way she was told (or asking about the possibility of trying her own way)? ____ Yes ____ No
6. Did response include mention of *not* talking in class (and asking for clarification of material she didn't understand)? ____ Yes ____ No
7. Did response include mention of asking for clarification of instructions? ____ Yes ____ No
8. Did response imply disappointment, but *not* anger directed at immediate supervisor? ____ Yes ____ No

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MODULE R: COMPANY AND UNION POLICIES

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
47. Given a job or work situation, enrollee will maintain an awareness of employer rights. Enrollee should demonstrate awareness by the following actions: (a) follows established work rules and regulations, (b) recognizes the rights and responsibilities of the employer, and (c) considers the economic restrictions and business demands on the employers when judging employer actions.	Enrollee must: 47.1 Know the types of economic restrictions and business demands under which employers must operate. 47.2 Know the employer's legal rights in dealing with employees.	R.1 Trainee discusses the rights of employers, why employers have these rights and for what reasons they exercise them.
48. Given a job or work situation for which remuneration is received, enrollee will maintain an awareness of fringe benefits received as compensation for work performance. Enrollee should demonstrate awareness by the following actions: (a) recognizes the value of hidden or fringe benefits, (b) establishes eligibility to receive those benefits for which application must be made, and (c) claims benefits that he (she) is qualified to receive.	Enrollee must: 48.1 Know what types of fringe benefits an employer may provide for employees. 48.2 Know what types of requirements an employee must meet to receive various fringe benefits. 48.3 Know the relative values of various fringe benefits. 48.4 Know the Social Security and retirement benefits for which he (she) can become eligible.	R.2 Trainee receives a performance aid covering the nature and value of typical fringe benefits, then discusses the relative value of these benefits.
49. Given a job or work situation, enrollee will maintain an awareness of advancement opportunities. Enrollee should demonstrate awareness by the following actions: (a) seeks information on existing opportunities to acquire additional work-related	Enrollee must: 49.1 Know what a typical employee must accomplish to be promoted to a higher position. 49.2 Know the usual reasons why employers establish a standard of requirements for employee promotions. 49.3 Know types of criteria used	R.3 Trainee observes panel discussion by local personnel directors on the topic of job promotion policies in their companies, then records the critical factors employers use in awarding promotions.

R

Behavioral Objectives	Knowledge & Skill Requirements	Instructional Units
skills and knowledge, (b) identifies the specific requirements to be met to achieve promotion to a better paying job, and (c) works to acquire new skills and knowledge needed for higher positons.	by employers to guide their selection of employees to be promoted.	
50. Given a job or work situation, enrollee will maintain an awareness of employee rights. Enrollee should demonstrate awareness by the following actions: (a) recognizes legitimate violations of employee rights, (b) follows established and accepted procedures in filing a grievance.	Enrollee must: 50.1 Know types of employees' legal rights pertaining to working conditions. 50.2 Know what types of services union representatives are responsible for providing to employees. 50.3 Know what to do when a grievance arises. 50.4 Know how Workmen's Compensation rules apply to his (her) job. 50.5 Know how employment insurance rules apply to his (her) job. 50.6 Know how union's own safety and work rules apply to his (her) job. 50.7 Know how rest and relief rules apply to his (her) job.	R.4 Trainee receives a resource booklet explaining employee rights, union obligations, and union benefits.
51. Given a job or work situation covered under a contract between a union and the employer, enrollee will maintain an awareness of union regulations pertaining to membership, dues, and employment. Enrollee should demonstrate awareness by the following actions: (a) recognizes the rights and responsibilities of the union, (b) pays union dues and other fees on time, (c) establishes eligibility to receive union benefits and services that are available, and (d) participates in union-sponsored educational programs that contribute to long-range vocational objectives.	Enrollee must: 51.1 Know what types of benefits and responsibilities are associated with union membership. 51.2 Know the types of union facilities and employment services available to members and non-members. 51.3 Know the types of purposes for which unions may use their members' dues, fees, and assessments.	

Instructional Unit: Employer Rights R.1

Goal: Trainee will know the rights of employers.

Method: Discussion.

Materials: None.

Procedure:

1. Instructor explains that employers have certain rights, such as making job assignments, giving promotions, awarding pay raises, and firing people, and that these rights will be discussed.
2. Group generates a list of reasons why employer exercises each of these rights. For example, a list of reasons why people are fired from jobs might include chronic carelessness, failure to follow rules, excessive absences, troublemaking, and attending to interests outside the job.
3. Group discusses why employer has each of these rights. Discussion should include economic restrictions on employer.

Instructional Outline: Employer Rights R.1

Instructional Steps / Enabling Requirements	47.1 Know the types of economic restrictions and business demands under which employers must operate.	47.2 Know the employer's legal rights in dealing with his employees.
1. Introduce topic of employer rights and give examples.		x
2. Generate list of reasons why employer exercises these rights.	x	x
3. Discuss why employer has these rights.	x	

Instructional Unit: Fringe Benefits R.2

Goal: Trainee will be able to evaluate typical fringe benefits offered by employers.

Method: Performance Aid and Discussion.

Materials: Chart (performance aid) listing the types of fringe benefits offered by the major local employers (medical insurance, life insurance, retirement, vacation and holidays, sick time, bonuses, educational benefits, free services such as legal aid, etc.). For each type of benefit the chart should show: (a) range of potential benefits, (b) conditions for qualifying, and (c) the estimated dollar value of the benefit. Chart should include Social Security.

Procedure:

1. Instructor explains that most jobs carry certain potential dollar benefits beyond wages.
2. Distribute chart showing fringe benefits and related information.
3. Instructor explains the chart, emphasizing how the estimated dollar value of fringe benefits should be considered along with wages in evaluating the financial return that a job offers.
4. Instructor answers questions and leads group in discussing the relative value of various benefits.

Notes: This unit is related to Module O: Job Assessment, and should precede that module.

Instructional Outline: Fringe Benefits R.2

Enabling Requirements / Instructional Steps	48.1 Know what types of fringe benefits an employer may provide for employees.	48.2 Know what types of requirements an employee must meet to receive various fringe benefits.	48.3 Know the relative values of various fringe benefits.	48.4 Know the Social Security and retirement benefits for which he (she) can become eligible.
1. Develop chart (performance aid) covering fringe benefits.	x	x	x	x
2. Distribute the chart and explain how to interpret it.	x	x	x	x
3. Discuss relative value of fringe benefits.		x	x	x

Instructional Unit: Job Promotion R.3

Goal: Trainee will know the factors that determine job promotions.

Method: Panel and Discussion.

Materials: Filmed or live panel discussion by personnel directors from three local companies.

Procedure:

1. Instructor introduces the panel and explains that they will discuss the procedures for job promotion in their respective companies.
2. Each panel member describes the promotion policy of his (her) company, including what is looked for in a promotable employee and how relevant information is obtained and recorded.
3. Panel (if live) answers questions from the group.
4. Group records the critical factors commonly considered by employers in making job promotions.

Notes: An illustrated lecture by an informed resource person along with open discussion may be substituted if the panel concept is not feasible.

Instructional Outline: Job Promotion R.3

Enabling Requirements / Instructional Steps	49.1 Know what a typical employee must accomplish to be promoted to a higher position.	49.2 Know the usual reasons why employers establish a standard of requirements for employee promotions.	49.3 Know types of criteria used by employers to guide their selection of employees to be promoted.
1. Arrange panel discussion.	x	x	x
2. Introduce panel and explain purpose.	x	x	x
3. Conduct panel discussion.	x	x	x
4. Have group question panel.	x	x	x
5. Formulate critical factors in awarding job promotions.	x		x

Instructional Unit: Employee Rights and Unions R.4

Goal: Trainee will be able to evaluate his (her) rights as an employee and as a union member.

Method: Resource Booklet.

Materials: Booklet covering the following major topics:
(a) union membership requirements and responsibilities; (b) union services;
(c) authorized use of dues and assessments by union; (d) employee rights regarding safety and work rules, rest and relief rules, and general working conditions; (e) the grievance procedure; (f) Workmen's Compensation and unemployment insurance.

Procedure:

1. Instructor explains the importance of being aware of one's rights as an employee and as a union member in unionized companies.
2. Distribute booklet and explain its use as a reference.

Notes: An overall expansion of this unit, using a guest panel of union officials of WIN graduates in union jobs, plus group discussion, should be considered in localities where enrollees are likely to enter jobs in unionized companies.

Instructional Outline: Employee Rights and Unions R.4

Instructional Steps / Enabling Requirements	50.1 Know types of employee's legal rights pertaining to working conditions.	50.2 Know what types of services union representatives are responsible for providing to employees.	50.3 Know what to do when a grievance arises.	50.4 Know how Workmen's Compensation rules apply to his (her) job.	50.5 Know how unemployment insurance rules apply to his (her) job.	50.6 Know how union's own safety and work rules apply to his (her) job.	50.7 Know how rest and relief rules apply to his (her) job.	51.1 Know what types of benefits and responsibilities are associated with union membership.	51.2 Know the types of union facilities and employment services that are available to members and non-members.	51.3 Know the types of purposes for which unions may use their members' dues, fees, and assessments.
1. Prepare Resource Booklet.	x	x	x	x	x	x	x	x	x	x
2. Distribute and explain booklet.	x	x	x	x	x	x	x	x	x	x

TEST (Five Parts)

Company and Union Policies Test

DIRECTIONS TO TESTER: Each part of this test can be lengthened and made more relevant by adding situations and questions that reflect local employment policies and practices. Also, keyed answers should be verified by checking them against local regulations and policies.

When taking the test, enrollees should be permitted to use any reference material or notes they may have from class.

Part I Employer Rights

Below are statements that may or may not be legitimate rights or responsibilities of the larger employers in this state. Place a check (✓) in front of each statement that you think *is* a legitimate right or responsibility of employers.

_____ a. Employers have the right to tell new employees when and where they must work.
_____ b. An employer has the right to lay-off employees if his business is losing money.
_____ c. Employers must provide sanitary restrooms for the use of their employees.
_____ d. Employers have the right to fire incompetent employees.
_____ e. An employer must promote the employee with the most experience when considering two or more employees for a promotion.
_____ f. Employers must provide a hot supper for employees who work on the night shift.
_____ g. Employers must provide educational opportunities for employees.
_____ h. Employers must provide transportation for women who work on the night shift.
_____ i. Employers have the right to determine the number of hours employees must work between coffee breaks.
_____ j. Employers must pay medical and hospital costs for job-connected injuries.

Scoring: Company and Union Policies Test

Part I

Enrollee checked only a, b, c, d, i, and j? _____ Yes _____ No

Part II Fringe Benefits

1. Sam E. repairs appliances for a retail appliance store where he makes $95 a week. It costs Sam about $400 a year for medical bills for himself and family. This amount is paid by his company's medical/hospitalization insurance plan. Sam gets a two-week paid vacation each year during which he and his family pick strawberries (both for money and for home use). Sam's company also pays for the $35 uniform that he needs every three or four months.

   This morning Sam telephoned a rival appliance store in response to a newspaper help-wanted ad offering $100 a week for appliance repairmen. When Sam mentioned his experience, the man immediately offered him the job. After making sure the job paid $100 a week, Sam said he would definitely take the job.

   Has Sam made the right decision? _____

   Why do you think Sam should or should not have decided to accept the new job?

   _____

   _____

   _____

2. Diana D., an employee at the Kool Kucumber Factory, slipped on a wet floor and sprained her back. Although her back hurt, she finished the day's work. The next morning Diana could hardly get out of bed because of her back. She called in sick at work, then called her doctor. On doctor's orders she had to remain in bed for a week, and didn't get back to work for ten days.

   What did Diana do wrong? _____

   _____

   _____

   _____

Scoring: Company and Union Policies Test

Part II

1. Did enrollee indicate that Sam made the wrong decision chiefly because he failed to inquire about important fringe benefits, without which the new job may actually pay less than his present job? _____ Yes _____ No

2. Did enrollee indicate that Diana should have reported her accident to her supervisor when it happened, and filed an accident report before leaving work? _____ Yes _____ No

Part III Advancement Opportunity

1. Martha has been working as a file clerk in an office for over a year. She hears a rumor from a co-worker about a better paying clerical job in another department. Assuming Martha is interested in this possible job opening, what should she do? _____

_____

_____

_____

2. Martha learns that the new job will be opening up in about a month, but that it requires slightly greater typing speed than she now has. She has an appointment to talk to the department supervisor about the opening. What should she say to the supervisor? _____

_____

_____

_____

Scoring: Company and Union Policies Test

Part III

1. Did enrollee's response include: (a) mentioning her interest to her immediate supervisor, and (b) seeking information about the job opening from a reliable source such as the personnel office or a department supervisor? _____ Yes _____ No

2. Did enrollee's response include: (a) asking if she could be considered for the job *if* she got her typing speed up to standard by the time the job started, and (b) stating her intention to get her speed up either through practice on her own or through an evening course? _____ Yes _____ No

Part IV Employee Rights

Below are statements describing situations that may or may not be a violation of your rights as an employee. Check each situation that you believe *is* a violation of employee rights in this state.

_____ a. An employee is given one day's notice and fired without explanation.
_____ b. An employee is required to fill out and sign an accident report when injured on the job.
_____ c. An employer requires employees to punch-in and punch-out on a time clock.
_____ d. An employer denies a promotion to a non-white employee because the job would require frequent dealings with customers, most of whom are white.
_____ e. An employee who works around moving machinery is required to wear a hair net or have his (her) hair cut short.
_____ f. Employees are allowed only a half-hour for lunch.
_____ g. An employee is not allowed to leave during working hours to go to a dental appointment.
_____ h. An employee is required to work 60 hours a week without payment of overtime.
_____ i. Employees who work on certain machinery are required to wear protective eyeglasses.
_____ j. Two people have performed the same duties in identical jobs for the same company for five years; one is a man, the other is a woman. The man is paid more than the woman.

Scoring: Company and Union Policies Test

Part IV

Enrollee checked only a, d, h, and j? _____ Yes _____ No

Part V Union Policies

1. Below are statements that may or may not describe the rights and responsibilities of a union. Check each statement that you believe *is* a right or a responsibility of a union.

   _____ a. Deny membership because of race, color, creed, sex, or national origin.
   _____ b. Inform other members about the personal income of each new member.
   _____ c. Use dues money to establish an adult education program for its members.
   _____ d. Use retirement fund money to finance union officers' recreational activities.
   _____ e. Use dues money to operate a job placement service for members.

2. Below are statements that may or may not apply to your responsibilities as a union member. Check each statement that you feel *is* a responsibility of a union member.

   _____ a. To contribute money to a politician who is endorsed by the union.
   _____ b. To vote in all meetings where there is an opportunity to do so.
   _____ c. To pay dues and fees on time.
   _____ d. To attend meetings regularly.
   _____ e. To agree with all union policy.

3. In the space below, outline the steps you would take in filing a grievance.

Scoring: Company and Union Policies Test

Part V

1. Enrollee checked only c and e? _____ Yes _____ No
2. Enrollee checked only b, c, and d? _____ Yes _____ No
3. Enrollee listed those steps given in the Resource Booklet on employee rights and unions? _____ Yes _____ No

REFERENCES

Module R: Company and Union Policies

A Comprehensive Selection of Guidance and Vocational Materials, Guidance Catalog, volume 10, Guidance Associates of Pleasantville, N.Y. Harcourt Brace Jovanovich, Inc., New York, 757 Third Ave., New York, N.Y. 10017, 1971.
Sound Filmstrips:
Career/Vocational Guidance:
What You Should Know Before You Go to Work
D-106 102 (2 filmstrips; 2 12" LPs) or
D-106 144 (2 filmstrips; 2 cassettes)

Advanced General Education Program, A High School Self-Study Program, Level I, Unit 3, Lesson Booklet PM 431-38, *Unions and Management*, U.S. Department of Labor, Manpower Administration, Job Corps, Washington, D.C. 20210, 1969.

Training the Hardcore, 12 volumes, Urban Research Corporation, volume 11: *Management—Labor Relations*, sponsored by the Urban Coalition National Alliance of Businessmen, Urban Research Corporation, Chicago, Ill. 60600, 1969.

SOURCES OF INFORMATION

AFL-CIO Building
815 16 Street, N.W.
Washington, D.C. 20006

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

U.S. Department of Labor
Bureau of Employment Security
14 Street and Constitution Avenue, N.W.
Washington, D.C. 20210

U.S. Department of Labor
Women's Bureau
14 Street and Constitution Avenue, N.W.
Washington, D.C. 20210

A Food

B Clothing

C Health

D Child Care

E Family Relations

F Money Management

G Community Resources

H Self Concept

I Vocational Goals

J Grooming and Hygiene

K Job Searching

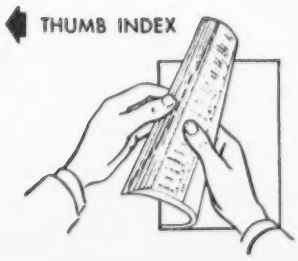
L Job Application

M Test Taking

N Job Interviewing

O Job Assessment

P Job Performance

Q Employee Relations

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